DOCUMENT RESUME

ED 258 736	RC 015 221
TITLE	A Study for Cooperative Sharing of Academic Programs.
INSTITUTION	Wisconsin Univ., Green Bay. School Services Bureau.
SPONS AGENCY	Copper Country Intermediate School District, Hancock, Mich.
PUB DATE	Apr 85
NOTE	114p.; Some pages may not reproduce well due to marginal legibility.
AVAILABLE FROM	School Services Bureau, University of Wisconsin, LLC Plaza, Green Bay, WI 54301 ($10.00).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Education; *Access to Education; Community Support; *Cooperative Programs; Declining Enrollment; *Educational Planning; Educational Strategies; High Schools; Models; Program Development; Program Improvement; School Districts; School Effectiveness; *Secondary Schools; Shared Services; *Small Schools
IDENTIFIERS	*Copper Country Intermediate School District MI; Michigan; Small Towns

ABSTRACT

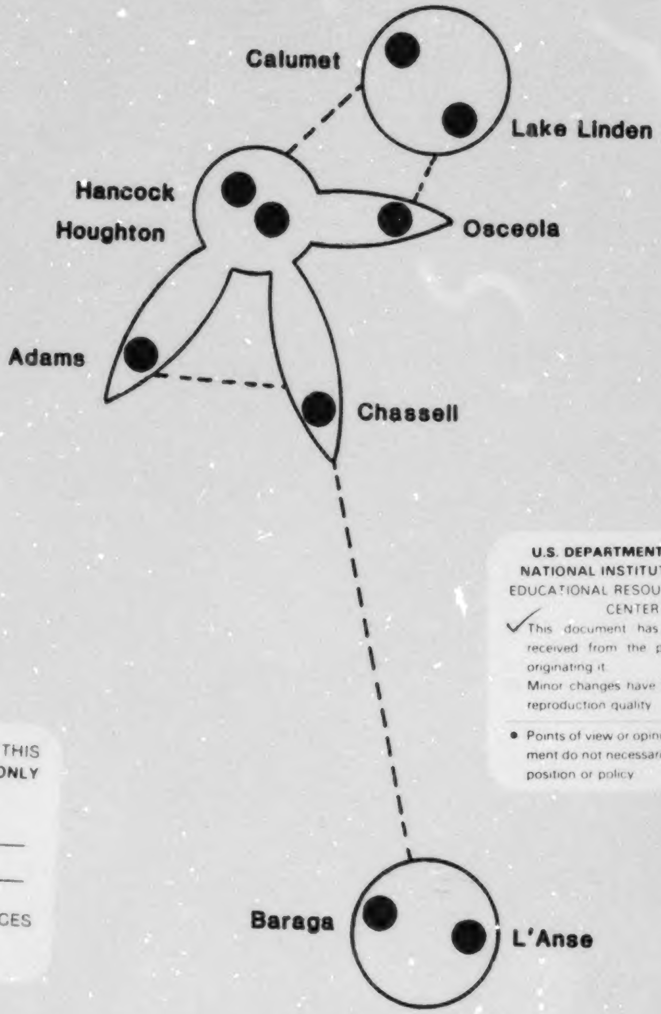
A study of Michigan's Copper Country Intermediate School District was undertaken to identify ways nine small secondary schools with declining enrollments could increase educational opportunities for students by cooperative sharing. The 6-month study included analyzing data on each school, identifying factors which might constrain cooperative sharing, identifying alternatives, developing an implementation plan, and providing opportunities for school representatives to participate. The report provides an understanding of the background and complexities of cooperative sharing, a review of the literature showing national trends and existing conditions, and an overview of current cooperative sharing programs in Michigan. Analysis of school district data projects a continued decline in secondary enrollment, examines small class enrollments, compares school calendars, identifies teaching staff 55 years old and older, and assesses physical facilities and mileage between schools. Eight considerations and options for cooperative program sharing are identified: the Michigan State Board of Education's Plan, interest and potential benefits to students, subjects with highest interest for sharing, sharing in school clusters, community sharing, sharing in vocational education center, sharing with higher education, and sharing by telecommunications. An administrative model is proposed for future consideration. Four appendices contain supporting documentation and a directory of organizations in rural education. (CHG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Rec'd 4/23/85

ED258736

A STUDY FOR COOPERATIVE SHARING OF ACADEMIC PROGRAMS



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Lyle R. Bruss
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SECONDARY SCHOOLS
COPPER COUNTRY
INTERMEDIATE SCHOOL DISTRICT
MICHIGAN

APRIL, 1985

RC015221

TABLE OF CONTENTS

I. INTRODUCTION — PAGE
- THE STUDY 1
- BACKGROUND TO THE STUDY 3
- SUMMARY REMARKS 6

II. REVIEW OF LITERATURE
- NATIONAL TRENDS AFFECTING SMALL SCHOOLS AND SMALL COMMUNITIES 7
- EXISTING CONDITIONS IN SMALL SCHOOLS 9
- EXISTING CONDITIONS IN SMALL COMMUNITIES 11
- SUMMARY REMARKS 12

III. REVIEW OF COOPERATIVE SHARING PROGRAMS
- PROGRAMS 14
- SUMMARY REMARKS 16

IV. BASIC SCHOOL DISTRICT DATA
- POPULATION PROJECTIONS 17
- FINANCING PUBLIC EDUCATION 20
- CLASSES WITH SMALL STUDENT ENROLLMENTS 20
- SCHOOL CALENDARS 20
- DAILY TIME SCHEDULES 20
- TEACHING STAFFS 55 YEARS OF AGE AND OLDER 20
- PHYSICAL FACILITIES 25
- MILEAGE BETWEEN SCHOOLS 25
- COOPERATIVE SHARING IN VOCATIONAL & SPECIAL EDUCATION 27
- SUMMARY REMARKS 27

V. IDENTIFYING THE PLANNING CONSIDERATIONS FOR COOPERATIVE PROGRAM SHARING
- PLAN OF MICHIGAN STATE BOARD OF EDUCATION 28
- INTEREST AND POTENTIAL BENEFITS TO STUDENTS 29
- SUBJECTS WITH HIGHEST INTEREST FOR SHARING 31
- SHARING IN SCHOOL CULSTERS 32
- COMMUNITY SHARING 34
- SHARING IN VOCATIONAL EDUCATION CENTER 35
- SHARING WITH HIGHER EDUCATION 35
- SHARING BY TELECOMMUNICATIONS 35
- SUMMARY REMARKS 36

VI. AN ADMINISTRATIVE MODEL
- INITIAL ADMINISTRATIVE MODEL FOR COPPER COUNTRY SCHOOLS 37
- THE GOVERNANCE OF THE BI COUNTY CONSORTIUM 46
- THE GOVERNANCE OF THE COPPER COUNTY COOPERATIVE SHARING 46
- SUMMARY REMARKS 46

VII. WORKS CITED 48

VIII. APPENDIX

I. INTRODUCTION

THE STUDY

The Copper Country Intermediate School District made a request for a study of the secondary schools in their geographic area in October, 1984. The goals, objectives, and an outline of the study were as follows:

Goal of Study:

> Identify ways that secondary schools in the Copper Country Intermediate School District can increase educational opportunities for their students by cooperative sharing.

Objectives of Study:

- Identify, collect and analyze pertinent and available data about each school district.
- Identify and analyze those factors that may act as constraints to cooperative sharing of educational programs.
- Develop alternatives and sharing possibilities that can serve as a basis for an implementation plan for the schools.
- Develop an implementation plan that can continue to be used by the schools for future planning.
- Provide representatives of the schools the opportunity to cooperatively participate in setting the goals and objectives of the study; to identify and validate data, constraints and strategies; to review and revise alternatives and implementation plan for the study.

Preliminary Information

Preliminary List of Data
Student Population for Future Projections
School Facilities - Quality and Availability
Curriculum - Existing with Possible Expansions
Staffing - Existing with Projected Needs
Transportation - Availability for Program Sharing
ISD Vocational Center Plans - Impact on Other Cooperative Program Sharing

Preliminary List of Potential Constraints
School District Receptivity
Local School District Master Agreements
School District Receptivity
School Calendars of School Districts
Daily Class Time Schedules of School Districts
Administering Cooperative Program Sharing

Preliminary List of Program Sharing Possibilities
Sharing Among School Districts
Sharing at a Central Location
Sharing with a Higher Education Institution
Sharing through Telecommunications

Major Phases of The Study

Phase I 10/25 & 10/26/84	Discuss goals, objectives and structure of the study with school representatives and revise accordingly.
Phase II 12/19 - 12/20/84	Collect and Analyze Data and Contraints Discuss data and constraint findings with school representatives for validation of data and strategies to resolve constraints. Visitation to all secondary schools.

Phase III 1/24 & 1/25/85	Identify Alternatives and Possible Implementation Plan Review possible implementation plan with school representatives for agreement.
Phase IV 2/14 & 2/15/85	Draft a Plan of The Study Review with school representatives for approval of plan, time schedule and administrative arrangements.
Phase V 3/1/85	Submit Final Copy of Study

Two other phases of this project are not included in this study. These are the implementation and the evaluation of the implemented plan.

During the next 6 months school administrators from the 9 school districts in Copper Country with secondary schools actively participated in the study. The following outcomes are a result of their willingness to provide input plus develop its format and procedures. The success of the study's contributions to increasing the educational opportunities for children in their school districts will only be a result of persons in the school districts demonstrating a willingness to continue developing cooperative participation among the schools.

The persons who directly developed this study are:

Adams Township School District	Patrick Rozich James Maierle
Baraga Area Schools	Kenneth Hammerburg Dr. Sally Narhi
Calumet, Laurium and Keweenaw Public Schools	Donald Hon Ray Tiberg
Chassell Township Schools	Edward Huls John Vaara
Hancock Public Schools	Gordon Barkell Oliver Rosseau
Houghton-Portage Township School District	Bruce Wolck Dennis Harbour
Lake Linden-Hubbell Public Schools	Lloyd Short Henry VerBerkmoes
L'Anse Township School District	Gordon Newland James Mattson
Osceola Township Public Schools	Harvey Filppula Jack Powell
Copper Country Intermediate School District	William Mannisto Paul Ollila Donald Heikkula

The report was organized to provide an understanding into the background and complexity of cooperative sharing. It will hopefully serve future as well as present planning efforts.

Although the sharing procedures in this study were limited to curricular programs in secondary schools, its future potential could also provide opportunities for sharing in extra curricular programs and support services.

There are three major considerations that will represent the "heart-beat" to the future success of this cooperative sharing:

1. The benefits to the children in the schools must remain as the focal point of its activities.
2. The participation of parents and community representatives must be mobilized.
3. The teachers, administrators and school board must provide direction and support.

The pleasure of participating in this study has been appreciated. The ultimate reward will be seen in its implementation. This will not be an easy task and will require the "heart-beat" to be constantly activated.

Dr. Lyle R. Bruss, Director
School Services Bureau
University of Wisconsin-Green Bay

BACKGROUND TO THE STUDY

A number of major events have occurred over the last 50 years in the United States that have impacted on the schools in the Copper Country and this study. The events are somewhat sequenced and represent a cause-effect type of relationship to each other. Those events which will be more fully explained will appear under the headings of Organizational Consolidation, Declining Enrollments, Endangered Species, Cooperative Sharing Concept, and Consolidated Revisited.

Organizational Consolidation

Organizational consolidation of public schools in the United States has been successfully accomplished during the last 50 years. In 1931 there were 127,531 school districts while in 1980 there were less than 16,000.(1)

During the first 40 years of this organizational change, school districts were in a continual state of enrollment growth either through the increase in live births or the increase in their geographic size. Beginning in 1972, following our peak enrollment year of 1971, declining enrollments in American public elementary and secondary schools presented a new phenomenon for school administrators.(2)

During the time that consolidation activities were occurring nationally, school districts in the Copper Country were also studying school reorganization. One such effort was the South Houghton County Reorganization Study completed in 1969 that included the township schools of Adams, Chassell, Elm River, Portage and Stanton. The Study Committee recommended that the five school district become one district and a new high school for grades 9-12 be constructed.

Although much of the consolidation efforts were being promoted during times of growth in student enrollment, secondary schools in the Copper Country are now declining in enrollment.

Declining Enrollments

Declining enrollments in secondary schools is causing school districts to lose financial resources from state aid and will continue to place more burden on the local tax dollar if school expenditures are not reduced proportionately. Most of the time reductions in school expenditures cannot be reduced as rapidly as the declining student enrollments demand. This lag in reaction time is most often due to the desire of the local schools to maintain educational opportunities for the students in specialized classes and the imbalance in class sizes for scheduling teaching assignments.

Decline in student enrollment for the nine secondary schools in Copper Country are following the national trend of fewer students in grades 9-12. In 1983-84 the total enrollment for these four grades in the nine schools was 2383 students. The projected enrollment for 1992-93 is 2049 students for a decline of 14 percent.

Nyquist(3) believes that a new style of management is needed to cope with the problems of decline. This style is characterized as "management of decline" or "decremental planning." It is felt that present school administrators need to utilize skills in long-range planning, organization and forecasting as well as management skills if they are to cope successfully with the declining enrollment issue.

Endangered Species

It appears as though declining student population and finances will directly affect the quality of education in secondary schools because it will cause course offerings with small enrollments to be endangered. Unfortunately, many of these reductions will be the specialized and advanced courses in language arts, mathematics, sciences, foreign languages, art and vocational.

It is felt that because many of these subjects generally fall into the category of "electives" and appeal to selective student audiences, they are "easily susceptible to financial cut-backs"(4) and will indeed become the endangered species of the curriculum.

Another endangered species category will include the teachers who have concentrated their academic preparation and professional experiences in these specialized subject areas and have become highly qualified to teach them. Many of these teachers will be required to teach in subject areas where they may have minor rather than major areas of academic preparation or preparation dating back twenty years or more, or they may be discharged due to lack of classes available.

Subsequent results will be that eventually the highly qualified teacher will no longer be available (due either to potential teachers not entering the field, retirement, or attrition) so the school district will no longer have the option of deciding whether to offer the course. This present condition now exists in the fields of mathematics and science teaching.

Guthrie and Zusman reported in 1981 that 43 states had shortages of mathematics teachers and 42 states had a shortage of physics teachers. In addition, they report that "more than half of the newly employed science and math teachers in the U.S. secondary schools were employed on emergency certificates."(5)

Paul Hurd reports that in 1981 a shortage of chemistry and general science teachers existed in 38 states.(6) He also reports that in the Pacific states "84 percent of the mathematics and science teachers hired for 1981-82 were unqualified."

In regard to potential teacher candidates to fill these short supply areas, O'Hearn, in his study of Wisconsin, reports that only one physics teacher had graduated from the 13 University of Wisconsin campuses in June, 1982(7). Also, that only ten chemistry teachers and two physics teachers would be eligible for certification in June, 1983.

Cooperative-Sharing Concept

Since 1976, there has been an abundance of suggestions on how to deal with the problem of declining enrollments, but few have looked at it as an opportunity for improving education.(8) Many of these suggestions not only aimed at changed within a school district, but also promoted the possibility of sharing programs with neighboring school districts. The cooperative-sharing concept is certainly valid to consider even though the past success of consolidation has greatly increased the distance for students or teachers to travel to a school in a neighboring school district.

Technology is also permitting innovative approaches to be considered in sharing among school districts. These include telephone, radio, microwave and tape systems. The rapid advances in delivery capabilities is once again reviving technology as a viable means for instructional use in our schools.

Consolidation Revisited

Declining enrollments and financial resources are causing the consolidation issue to again be explored as the vehicle by which the endangered species of the curriculum and teachers can be preserved. One deterring factor in school consolidation that must be reckoned with is our past history in this venture. Although many educational improvements resulted from school consoldations, there continues to be public sentiment in opposition to consolidation. This continued concern over previous consolidations will cause persons to be more cautious in considering consolidation.

Although additional research on the benefits of consolidation should be completed, there are several suggestions or "lessons," pointed out by Jonathan Sher,(9) in the chapter entitled "Economy, Efficiency, and Equality: Myths of Consolidation" that a school district should consider in exploring this issue. The three lessons stated by Sher are:

Small schools deserve more attention.
Alternatives to consolidation and reorganization should be seriously considered.
Research done in order to demonstrate the value of a practice should be scrutinized very carefully.

It is clear that declining enrollments can endanger the quality of education in many school districts. However, there exists a unique set of school districts for which this situation presents major opportunities for increasing educational benefits at reduced costs. These are the school districts that are willing to explore ways that sharing can provide increased educational opportunities for its students.

SUMMARY REMARKS

Consolidation of schools was initially promoted 40 years ago during a period of growth in student enrollment in the public secondary schools. The basis of this promotion was to provide more comprehensive educational opportunities by having larger numbers of students in one instructional location.

As enrollments began to decline in the 1970's, financial support for public education became more difficult. The result has been a reduction in course offerings in the secondary schools students. These reductions have often been in the more advanced courses which now have resulted in teachers of those courses also being in short supply.

Cooperative sharing of courses and teachers among school districts had major initiation in the 1960's. The desire of school districts to maintain smaller schools, the recent advances in telecommunications plus the consideration of past consolidation issues have now promoted the potential of more small communities to retain their present school organization.

II. REVIEW OF LITERATURE

The secondary schools and communities in Copper Country

A review of the literature focusing on the small public secondary school in the United Stated has substantiated the proclaimed differences that exist between the curriculum and school environment in large versus small secondary schools and between the ways in which small and large communities are interrelated with their schools. It is apparent that a basic understanding of these potential differences is essential for anyone thinking about cooperative sharing among communities having small secondary schools.

To provide a better understanding to those involved in the planning cooperative sharing programs the following publications have been organized into the major groupings of National Trends, Affecting Small Schools and Small Communities; Existing Conditions in Small Schools; and Existing Conditions in Small Communities. The conditions in the small schools have been further grouped into the areas of Curriculum; School Environment and Student Life; Costs; and Cooperative Sharing.

NATIONAL TRENDS AFFECTING SMALL SCHOOLS AND SMALL COMMUNITIES

In 1820, American education was rural education because only 13 cities of over 8,000 population existed in the 23 states in the Union. Urbanization which began in 1860 was uninterrupted until the 1970's. Due to this urbanization, the emerging educational system was shaped in the cities.(10)

In 1959, James Conant published his study on the American high school in which he stated that high schools with less than 100 students in the graduating class could not offer a comprehensive education program. He maintained that "the numbers of small high schools must be drastically reduced through reorganization". Following this recommendation, a massive plan to consolidate was initiated to improve the quality of educational programs and increase the schools efficiency.(11)

Even with all the urban growth and school consolidation that occurred, we are essentially a nation of small and rural school districts. Since World War II we have reduced the number of school districts in the United States from 100,000 to 15,000 in 1983. Yet 54% of the school districts still have less than 1,000 students.(12)

Part of the difficulty in identifying small schools is the view that "small" and "rural" are often thought of as synonymons. Small according to enrollment is defined by the North Central Association as having a total student enrollment of less than 300 in grades 9-12. Although small schools are also thought of as being located in rural areas, small schools are also located in urban and suburban areas throughout the country. Even the differences in rural schools vary substantially. (13)Differences in the Copper Country secondary schools are also evident when one considers their enrollments vary from 101 to 504 in grades 9-12 enrollments.

Various studies (14) identify characteristics that are attributed to rural and others to small schools. The following are listed to illustrate the importance of being conscious of the difference between the small versus rural schools:

1) The problem of rural school children scoring consistently lower on achievement tests than students in urban areas seem to have no relationship between a student's achievement and size of the school, but instead is a rural phenomenon; rural schools tend to be isolated from educational, governmental, and economic support systems; small schools have higher administrative and teacher costs; transportation costs are higher in rural schools due to the distances traveled and limited number of students in the buses.

Other differences identify small versus large secondary schools. Some of the characteristics of the small school are stated as(15):

- "Providing adequate curriculum for students in a changing world is its foremost and largest problem."
- "Specialized courses using expensive equipment no more than one period a day."
- "Hiring teachers who are prepared in several curriculum areas."

While some of the advantages are stated as:

- "The closeness of the small community."
- "The lower percentage of 'hard core' discipline problems."
- "The degree of control exercised by patrons of the small school."

In 1983, the National Commission on Excellence in Education recommended substantial changes in the high school graduation requirements that could have considerable impact on the resources of the small schools. These recommendations for grades 9-12 include 4 years of English; 3 years each of mathematics, science and social studies; and 1/2 year of computer science(16).

In turn, an encouragement to small schools was demonstrated by the U.S. Department of Education when it declared an official position in support of rural education in 1983. The report was entitled "Rural Education and Rural Family Education Policy for the 80's." It reads "The Department of Education recognizes the unique and valuable contributions rural America has made to both the social and economic development of our country. In recent decades, however, the changing dynamics of our urban centers have forced public policy decisions which tend to emphasize solutions to urban concerns rather than rural concerns; this despite the fact that over one-fourth of all Americans still live - and are educated - in areas described as 'rural'. While the Department of Education remains committed to programs that help urban youth and adults, it is appropriate that we strengthen our efforts to provide programs that address the educational needs of rural and small town youth and adults. Those educated in rural areas must be provided with the basic educational tools necessary to enter an increasingly complex workforce. Rural educators ask no more than 'equity' in their attempts to work within the Federal and State education structures to assure rural and small town youth and adults equal educational opportunities. To meet this goal, the Department of Education adopts the following policy: Rural Education Shall Receive an Equitable Share of the Information, Services, Assistance and Funds Available From and Through the Department of Education and Its Programs."

The Department of Education uses the same definitions as the U.S. census report for rural areas. This definition states "the rural population comprises all persons living outside urbanized areas in the open country or in communities with less than 2500 inhabitants. It also includes those living in areas of extended cities with a population density of less than 1000 inhabitants per square mile."

When using this definition for rural areas and 300 for total enrollment in grades 9-12 as a small school, most of the 9 secondary schools in Copper Country qualify.

EXISTING CONDITIONS IN SMALL SCHOOLS

Curriculum

It is evident that smaller secondary schools do not usually offer the diversity of courses large schools offer to their students. Due to the projected decline in student enrollment in the Copper Country secondary schools, there was an effort to review studies that presented some indications of the impact on the curriculum during times of changes.

A study of Colorado schools that declined in enrollment from 1961 to 1970 stated that almost all of the districts felt that the maintenance of a comprehensive program was one of the most serious problems they faced.(17)

The Nation at Risk report compared the patterns in curriculum for high school students during the 5 years of 1964 to 1969 to the 5 years of 1976 to 1981. The patterns showed a migration in very large numbers from vocational and college prep programs to general track programs. By 1979 the proportion of students taking a general program of study increased from 12% to 42%. The report found that fewer than [illegible]% of the college bound students met the 1983 standards as recommended by the National Commission on Excellence in Education. Even when the foreign language and computer science requirements were deleted, less than 25% of the college bound students met the recommendations.(18)

It is evident from these reports that there may be differing priorities that may hamper smaller schools more than the larger ones. While the schools are requested to offer general track (comprehensive) programs so electives can be provided to students, they are also requested to offer indepth courses for vocational and college bound students so they are equipped to pursue their future studies.

School Environment and Student Life

As much as the larger schools favor the more diverse and extensive course offerings, the studies of smaller schools indicates more participation in school activities for a greater proportion of students. The publications reviewed covered studies on school environment and student life from 1960 to 1980.

In 1964, Barker and Gump reported that they "were impressed to find clear evidence of greater participation in school activities by small school students than by large school students in all the public records available to us. The differences were so great as to suggest not only that there were statistically significant differences, but that they pointed to a different way of student life in small and large schools."(19)

The study goes on to state that the small school causes the following consequences for the students' participation in activities:

- Small school students participate in the same extracurricular activities as do large school students.
- A greater percent of small school students participate in a wider variety of extracurricular activities.
- A much larger portion of small school students hold positions of important and responsibility.
- Small school students hold responsible and central positions in a wider variety of activities.

The publication School Size Does Make a Difference states that "both social and intellectual benefits are derived from student participation in extracurricular activities of the school. Behavior patterns are different large schools and students from small schools exhibit greater responsibility for self direction. Another product of the smaller school environment is that better cognitive processes are developed within students because of the added meaning when students are actively involved and participating in the activities of the school both in and out of class."(20)

An investigation of the way students perceive which activities they want to participate in effects their self concept and this differs in large versus small schools. The study(21) found that:

- Small school students were involved in more activities than large school students in all areas with the exception of academic participation - there was no significant differences in this area.
- Feelings of personal worth are related to the student's ability to respond to the perceived demands of the high school environment.
- Sensed obligations of the student were related to school size. For example, a male student in a small school may feel humiliated if he does not make an athletic team while few students in a large school would be rediculed by his peers.

A study on the Quality of School Life(22) showed that when [illegible]950 students were asked the question "I am very happy when I am in school," 44% answered "true" and 56% responded "false". When these responses were compared by grade level, there was no significant differences between grades 10, 11 or 12. There was significant difference when comparing the responses by academic achievements of students. These responses were:

Mostly "A" & "B" Students	52% True	48% False
Mostly "C" Students	40% True	60% False
Mostly "D" & "F" Students	30% True	70% False

The reports generally indicate that the proportion of students in small schools participate in more extracurricular activities; have more leadership roles and responsibilities; and benefit cognitively from this participation. In turn the self image of the students in the small school may suffer more if they cannot qualify for participation on a team, or for other activities. Also, it is indicated that students who achieve lower academic grades are not as happy in school as those achieving higher grades. Therefore, as the school shifts its emphases for offerings to the academic courses, it may bring more unhappiness to students who are achieving average grades and below.

Costs

Funding problems for smaller schools are primarily caused by classes with lower enrollments and higher transportation costs due to busing longer distances. A number of states have sought to use a variety of approaches to compensate smaller districts for their higher per - pupil operating costs.

A 1981 study of special state funding for smaller schools shows that 50% of them do provide such funding(23). Michigan was not one of the states that provide special state funds.

Cooperative Sharing

Cooperative sharing among school districts was highly promoted during the 1960's. The purpose for the shared services was to assist school districts to remain separate while gaining additional curricular programs of higher quality at a lower per student cost. Some of the agencies that were highly involved in these programs were Northwest Regional Educational Laboratory, Portland Oregon; Western States Small Schools Project centered in Colorado; and Appalachia Educational Laboratory, Charleston, W. Virginia.(24)

Jonathan Sher recommends that alternatives to consolidation and reorganization should be seriously considered.(25) He believes that there are many opportunities for schools to couple the benefits of smallness to the benefits of curricular specialization.

There is a feeling that through shared services a comprehensive educational program can be offered even though the school is not comprehensive. Also, that sharing allows small communities to keep their high schools and by so doing the communities can keep their identity and vitality. Among the advantages of sharing are:(26)

- Program offerings can be maintained and often expanded.
- A balanced faculty can be maintained and academic expertise increased between districts.
- Organizational services can be shared and state as well as federal mandates more easily met.
- Transportation facilities can be shared.
- Expenditures can be decreased.
- Community cooperation and support increases.
- Local communities support cooperative involvement because students are the focus of the endeavor.

EXISTING CONDITIONS IN SMALL COMMUNITIES

When considering the role of schools in small communities it is interesting to note that after World War II the movement was out of small communities while in the 1980's there are areas of the U.S. where the movement is back to the small communities. Both of these movements have provided insights into the interlocking relationships of the school and the community, and some of the difficulties that exist when attempts are made to make educational changes in schools in small communities.

The Assistant Secretary for the U.S. Department of Education provided a basis for the strong feelings that exist in small communities when change in their schools is attempted. He stated, "On the plus side, rural America enjoys a richer and more deeply rooted cultural heritage and stability than transient urban centers.(27) In turn, this deep heritage and stability of small communities have caused resistance to change to be the most frequently examined barrier to planned change.

In studying the reaction to change in schools of small communities as a result of the federal government's Experimental Schools Program in the 1970's, it was discovered that "schooling" could not be considered a set of discrete programs. Instead, all aspects of school operations and relations with the community must be considered simultaneously thinking about any change in an educational program.(28)

Continued insights into the strong school-community interrelationships are again being realized during this migration back to small communities. The persons gaining experiences in these activities state "It is important to remember that rural schools do not exist in a vacuum. They are an integral part of rural communities and rural society and are affected by the forces at work within and upon rural society. Education is one of many social institutions, organizations and other groups which together form a basis through which community members can relate."(29)

Given the realities of the smaller school-community relationships when considering educational change, it is imperative that specific considerations be incorporated into the planning process when initiating school improvements. The following are some of the thoughts to consider for success in starting and continuing school improvements:(30)

- Viewing schools and communities as integrated social structures is a basic premise for an education improvement strategy.
- The success of school improvement appears to relate directly to the problem being defined similarly by both the school and the community. Unless the community is convinced it is worth doing, it may be started but it won't continue to work.
- Although all concerned may support efforts to achieve "better education", if they do not perceive anything seriously deficient in their present practices they are not likely to endorse a changed school program.
- The success of school improvement programs depends on how well they fit local community needs as well as local educational needs.
- In addition to school administrators, teachers, parents, and school board members, local business people and other local leadership must be included in the planning process.
- In school improvement, understanding and trust of the local social structure appears as important as professional expertise in filling leadership positions.
- Change must emanate from intrinsic problems rather than from an outsider's conception of "what you people need."
- Regardless of its origin a change in a school causes teachers, students, parents and many others to alter their daily routines.
- We all ultimately judge the worth of a new practice by what we see and hear about it in action.
- Successfully intermingling a new practice with old ones requires a sensibility to the history and importance of community sentiment and the importance of the small schools in the communities.

SUMMARY REMARKS

Due to the historical growth in America's cities during our industrial revolution, our educational system has been geared to the urban needs. Even though there has been the tremendous push to consolidate our schools since World War II, 54% of our school districts continue to have less than 1,000 students.

When perusing the literature related to cooperative sharing among small secondary schools, one needs to be conscious of the changes that have evolved over the last 40 years in the history of American education and the differences that continue to exist in our schools. Among these changes and differences are:

- Definitions for small communities are less than 2500 population or in open country while the definitions for small schools vary between 300 and 400 in grades 9-12.
- Characteristics of small schools and rural schools have some similarities, but also some definite differences.

- There have been different times in American history where we have nationally advocated academically oriented secondary schools, then comprehensive schools, and then a return to academically and advanced vocational preparatory schools. Schools and students have responded to these national trends and therefore they lack qualifications for the standards as they change.
- There is a new pledge of support from the U.S. Department of Education for rural and small schools.
- Large and small schools differ in their advantages for students. Large schools generally have more diversity in their curricular offerings while small schools provide proportionately more students opportunities to participate in extracurricular, as well as leadership and responsibility opportunities.
- Cooperative sharing of programs among school districts has been tried in the past by a substantial number of school district, but not very successfully. The major successes have been in vocational and special education.
- Declining enrollments and finances plus improved technology is providing new incentives.
- Recognition of the strong interrelationships that exist between small communities and small schools are especially important when new educational approaches or changes are planned.
- A broad base of school and community representation should be included in planning and implementation of new educational approaches.

III. REVIEW OF COOPERATIVE SHARING PROGRAMS

A review of the "state-of-affairs" of cooperative sharing trends and programs in the State of Michigan was conducted so a better understanding could be gained for planning such programs in the Copper Country.

A 1983 communication from the Bureau of School Services at the University of Michigan listed some trends in the Michigan schools due to declining enrollments and finances (See Appendix A-1 & A-2). The changes are as follows:
- The number one trend is the decrease in art classes.
- The number two trend is the disappearance of vocal music.
- Other decreases in classes include orchestra; advanced sciences-chemistry, biology and physics; number of mathematics classes; and the diversity of social science offerings.
- Decreases in personnel include library aides; full time librarians; and counselors.
- Libraries with no librarians are being phased out.

A 1983 survey of Michigan Intermediate School District (ISD) reported that 19 had some form of cooperative academic programming in their school districts. (See Appendix B-1 to B-10) Another 30 ISD's reported "that they are considering the idea." Major findings of the study were:
- Most sharing programs are for grades 11 and 12.
- Students travel as average of 20 miles to the program site.
- The majority of the programs are located in high school buildings.
- Funding for the programs come from 4 sources in the order of local district funds, state aid, student tuition and ISD general funds.
- Four basic types of program sharing were advanced placement at a college or community college; area vocational centers; a consortium of school districts provide programs at one location; and an exchange of students between two or more school districts.

A number of ISD's that had shared cooperatively were contacted by telephone to discuss their experiences with their programs. These included the ISD's of Allegan, Genesee, Kalamazoo, Kent and Saginaw.

Allegan

Responses from the Allegan ISD included the following:
- Program was initiated in 1983.
- School districts identified a certain number of slots for out-of-district students.
- Students who wanted to take 2 academic classes at another school rode the buses that were transporting vocational students.
- There is no transfer of money between school districts.
- The school districts are aiming toward a centralized facility that would be used for 2/3 vocational and 1/3 academic classes.
- Classes are in a 2 hour block of time.
- The consortium Governing Board is composed of each Superintendent from the participating local school districts.

Genesee

Responses from the Genesee ISD included the following:
- There is a centralized program at the ISD.
- Most successful courses are the specialized ones that have low enrollment, plus an advanced computer programming course and Japanese.
- An obstacle is the long distance travel (1 hour).

- The social adjustment of students need attention.
- Courses are now offered by region within the ISD.
- There are coordinators of career centers, of gifted and talented, and of math-science.
- The keys to success of the programs are the counselors and principals.
- Field representatives from the teacher unions should be involved in the program planning and implementation.

Kalamazoo

Responses from the Kalamazoo ISD included the following:

- In 1967 a federal grant brought together 3 counties to develop a cooperative sharing plan. This then grew to 5 counties.
- In 1981 the State of Michigan initiated a dollar amount for staff development. These monies were allocated on the basis of 63% to the ISD for programs for everyone and 37% to a fund for every school to finance their own programs.

Kent

Responses from the Kent ISD included the following:

- The program started with low enrollment classes in 22 high schools. The students were required to take 2 classes and were transported with the vocational education students.
- It looked good in theory and on paper, but it didn't work.
- The schools are now regionalized in consortiums.
- It didn't work because students wanted to stay in their own high school rather than to travel to another; there was a loss of leadership students in the local high schools when they traveled to other schools; and there were extra curricular conflicts even those students were only gone 1/2 day.

Saginaw

Responses from the Saginaw ISD included the following:

- The largest number of schools and students participate in the Center for Arts & Sciences.
- Students attend the Center for 1/2 day and their home high school for the other 1/2 day.
- In addition to the arts, students are enrolled at the Center in math/science, language arts and social studies.
- The second approach to program sharing is between 2 high schools 5 miles apart. Students attend one class and the exchange is limited to grades 11 and 12.
- There is no exchange of money and the sending school district pays the transportation costs.
- There is resistance by some school districts on the basis that they will lose state aid. Out-of-formula school districts are very receptive.
- There is a general feeling that it is acceptable to have vocational and special education students travel out of the school district, but not for students to take other classes.

SUMMARY REMARKS

The following represent a summary of cooperative sharing trends and programs in the State of Michigan:

- There is a definite decrease in those types of class offerings for secondary school students that would be categorized under comprehensive and college preparatory programs.
- There is definite decrease in librarians and counselors.
- Most sharing programs are for students in grades 11 and 12.
- There are 4 basic types of cooperative sharing programs.
- 85% of Michigan's Intermediate School Districts either have some form of cooperative sharing programs or are thinking about it.
- Usually no money is exchanged between the school districts sharing in the programs.
- Students usually attend in 2 hour blocks of time. There may be two courses taken by the students during that period of time.
- Transportation is usually a problem.
- There is a tendency to divide the intermediate schools into regions for sharing.
- The courses usually offered initially were those of low attendance in individual high schools.

IV. BASIC SCHOOL DISTRICT DATA

The basic procedures for completing a study is to identify what you want to accomplish; to gather basic data; to analyze the data; and then to formulate approaches for satisfying what you want to accomplish. The basic data that was identified as necessary for determining possible cooperative program sharing among secondary schools in the school districts included population and secondary school enrollments; financing public education; classes with small student enrollments; school calendars; daily time schedules; teaching staffs 55 years and older; physical facilities; mileage between secondary schools; and sharing in vocational and special education courses.

POPULATION PROJECTIONS

Secondary School Enrollments

The peak enrollment in the State of Michigan's K-12 public schools was 2,212,000 in the 1971-72 school year. In 1982-83 the enrollment had declined 20.9% to 1,750,000 students.

During this same period of time, 1971-72 to 1982-83, enrollment in the Copper Country ISD's K-12 public schools declined rom 16.8% (9,221 to 7,671). The enrollment in grades 9-12 declined 12% during that same time span.

Figure 1 shows the 10 year projected enrollment for the secondary schools completed by Michigan State University for the years 1983-84 to 1992-93.

(See Figure 1 on following page)

The enrollment projections show an over-all decline in students of 14% during this 10 year period of time. The projections also show the differences among the 9 secondary schools. These projections vary tremendously during this 10 year time period with a range of 2.3% decline in Hancock to 38% decline in Osceola.

Community Population

According to the 1984 publication "Michigan Population Projections to the Year 2010" from the Michigan Information Center, Michigan's rate of population growth, from the early part of this century through the mid 1960's, consistently exceeded the nation's. Beginning in 1970 a reverse has taken place in the rates of growth that has become even more dramatic since 1980. For most of the last 20 years, Michigan has experienced a net outmigration.

The population for projections for all-ages from the 1980 census for the 3 counties in which the 9 secondary schools are located are: (See Figure 2 on page 19)

Figure 1

Enrollment Projections for Grades 9-12 *
Copper Country, Michigan
10 Years

Actual -------- Projected

% Change in Enrollments

	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	83-84/ 86-87	86-87/ 89-90	83-84/ 92-93
Adams	181	156	162	152	137	139	138	133	134	124	-12.6	-9.2	-28.7
Baraga	195	195	195	195	183	168	152	140	142	142	-3.5	-22.1	27.2
Calumet	523	504	517	518	509	503	488	478	454	436	0	-5.8	-16.2
Chassell	104	101	99	98	95	93	89	91	95	97	-8.3	-9.2	-9.3
Hancock	298	298	279	284	259	276	261	270	297	297	-6.6	-8.1	-2.3
Houghton	377	418	394	381	355	341	346	330	333	342	0	-9.2	-10.7
Lake Linden	204	174	168	174	182	199	197	185	192	187	-11.7	+11.7	-5.1
L'Anse	391	384	392	370	369	359	353	366	355	359	-6.6	-4.6	-9.3
Osceola	110	109	101	88	77	67	57	59	66	65	-17.0	-35.2	-38
Totals	2383	2323		2260			2081			2049			

←——→ -5 ←——→ -7.5 ←——→ -1.5

←——→ -14 ←——→

Percent Changes in Enrollments

*Special Education (FTE) is not included in these totals.

Figure 2 POPULATION PROJECTION FOR ALL AGES

	Years			% Difference
Counties	1980	1990	2000	1980-2000
Baraga	8,484	8,863	9,520	+12
Houghton	37,872	39,821	40,521	+ 7
Keweenaw	1,963	1,838	1,441	-27

Figure 2 illustrates the uneven changes that will occur in the all-ages population where there is a variance of 12% growth and a 27% decline.

Because this study is focused on the secondary schools, it is more relevant to be conscious of the 15-19 year old population projection than the all-ages comparisons. (See Figure 3)

Figure 3 POPULATION PROJECTIONS FOR 15-19 AGES

	Years			% Difference
Counties	1980	1990	2000	1980-2000
Baraga	772	615	568	-26
Houghton	5,036	4,118	3,935	-22
Keweenaw	119	107	65	-45

When comparing the ages 15-19 to the all-ages population projection, one can readily see why it is important to study the population that will be in the schools. Figure 3 illustrates the projected losses that can be expected in the 3 counties from which the secondary schools in the Copper Country ISD enrolls its students.

FINANCING PUBLIC EDUCATION

Joseph Nicita, Superintendent of the Saginaw ISD reported on Michigan's public school financing to the Michigan Association of School Administrators in January, 1984. The decline in state funding for grades K-12 was shown by comparing years 1971-72 to 1981-82. The state funding decreased from 39% to 32% while the local support increased from 56% to 63% of the total in Michigan. The federal proportion remained the same at 5%.

The report also specified the disparity that is occurring in per pupil expenditures for education. In 1971-72 the per pupil expenditures in Michigan ranged from $588 (the lowest) to $1548 (the highest) which was a difference of $960. In 1981-82 this range was now $1558 to $4126 which was a difference of $2568. The causes for this widening of the gap has been attributed to the widening gap of local tax bases between school districts and the willingness to approve mileage increases in some districts, but not others.

CLASSES WITH SMALL STUDENT ENROLLMENTS

A tabulation of all small classes (15 or fewer students) was made from the Fall, 1984, master class schedule lists for all 9 secondary schools. There was a total of 116 classes that were in this category. (See Appendix C-1 to C-6 for a full listing by school.)

A further break-down of the small classes showed that of the 116 total there were 66 classes with 11-16 students enrolled; 39 classes with 6-10 enrolled, and 11 with 5 or fewer students enrolled. When comparing the 116 small classes by school, the number varied from a low of 3 to a high of 24 per school.

SCHOOL CALENDARS

The 1984-85 school calendars of the 9 schools were compared for similarities and differences. Very few differences existed. (See Figure 4 on page 21.)

DAILY TIME SCHEDULES

The 1984-85 daily time schedules for the school day in each of the 9 secondary schools were compared. There were quite a few differences among the schedules. (See Figure 5 on page 23.)

TEACHING STAFFS 55 YEARS OF AGE AND OLDER

In an attempt to determine if there were evident shortages in certain teaching areas that could be projected by the age of the teaching staff, each school administrator was asked to identify members of their staff by licensed subject and age (55 years and older).

The staff profile did not reveal any immediate concerns (See Figure 6 on page 24.) Of the 185 teachers reported as the total number of staff in their secondary schools, only 16 (8.6%) reported persons 55 years and older. Three was the highest number of teachers recorded in the subjects of English and mathematics. In short teacher supply areas of the sciences, there were 2 in chemistry and 1 in physics.

Figure 4 Summary of School Calendars 1984-85

	ISD	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
First Day	9/4	9/4	9/4	9/4	9/4	9/4	9/4	9/4	9/4	9/4
Thanksgiving	11/22	11/22	11/22	11/22	11/22	11/22	11/22	11/21	11/22	11/22
	11/23	11/23	11/23	11/23	11/23	11/23	11/23	11/23	11/23	11/23
Christmas (B)	12/22	12/22	12/24	12/22	12/22	12/22	12/22	12/22	12/24	12/22
(E)	1/1	1/1	1/1	1/2	1/1	1/1	1/1	1/1	1/1	1/1
Spring Break (B)	4/5	4/5	4/1	4/5	4/5	4/5	4/5	4/5	4/5	4/5
(E)	4/14	4/14	4/7	4/14	4/10	4/14	4/14	4/14	4/12	4/14
Last Day	6/6	6/5	6/7	6/7	5/31	6/6	6/6	6/6	6/6	6/5
Inservice	10/5	10/12		10/5		10/5	10/5	10/5	10/5	10/5
Other:										
Deer Hunting			11/15- 11/16							
P.T. Conference				10/24 10/31						
(Dismissed at 10:30)				11/1 11/5-8						

(B) Begins
(E) Ends

Major Differences

There were no major differences that existed in the 1984-85 calendars of the 9 school districts. The major divisions of the school calendar and the comparability of the school districts are:

Beginning Day
All school districts began on September 4.

Thanksgiving Break
All school districts with the exception of Lake Linden did not have school on November 23 and 24. In addition, Lake Linden didn't have school on November 21.

Christmas Break
All school districts with the exception of Baraga and L'Anse began their breaks on Saturday, December 22. All school districts with the exception of Calumet ending their breaks on Tuesday, January 1.

Spring Break

All school districts with the exception of Baraga began their breaks on Friday, April 5. Six of the nine school districts ended their breaks on Sunday, April 14.

Last Day

Four of the school districts had their last school day on June 6; two on June 5; two on June 7 and one on May 31.

Inservice Days

All of the school districts except one had an inservice day scheduled on October 5.

Other Breaks

The other major variances in the calendar and school day involved parent-teacher conferences.

In most cases the school was in session but students were released at different times of the school day to permit conferences. Only one school district - Calumet - designated two full day breaks for conferences.

Only one school district - Baraga - designated a two day break for deer hunting.

Figure 5 Summary of Daily Time Schedule for School Day
1984-85

	ISD	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceo
School Day(B)	8:45	8:40	8:27	8:00	8:25	8:30	8:30	8:10	8:40	8:30
Noon Hour(B)	11:45	11:40	11:32	11:35	11:55	11:30	11:25	11:55	11:35	12:00
Noon Hour(E)	12:30	12:15	12:05	12:07	12:35	12:05	12:05	12:35	12:05	12:30
School D[illegible](E)	2:30	3:15	3:11	3:05	3:15	3:05	3:00	3:20	3:00	3:10
Length of Class Periods		45	59	50 am 55pm	50	55	55	53	55	50
Number of Class Periods		8	6	7	7	6	6	7	6	7

(B) Beginning
(E) Ending

4(55)
2(60)

Major Differences

There are major differences that presently exist in the structure of the school day in the 9 school districts.

1. The beginning time for the school day in school districts vary from 8:00 to 8:40 AM. The number of school districts with different beginning times are:

   8:00 (1) 8:25 (1) 8:30 (3)
   8:10 (1) 8:27 (1) 8:40 (2)

2. The ending times for the school day in school districts vary from 3:00 to 3:20 PM. The number of school districts with different ending times are:

   3:00 (2) 3:10 (1) 3:15 (2)
   3:05 (2) 3:11 (1) 3:20 (1)

3. The number of class periods for the school day vary from 6 to 8. The number of school districts with different class periods are:

   6 (4) 7 (4) 8 (1)

4. The number of minutes in the class periods vary from 45 to 59 minutes. The number of school districts with different minutes in their class periods are:

   45 (1) 53 (1) 59 (1)

   55 (4)*

   50 (3)

* Calumet has 55 minute classes in the afternoon.

Figure 6

Summary of High School Teaching Staffs
55 Years and Older
1984-85

Areas of Teaching	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
English	X		X		X				
History		X				X			
Physics	X								
Chemistry	X		X						
Accounting			X						
Commercial			X						
Math		X				X	X		
Art					X				
Home Economics	X								
Health		X					X		X
Industrial Arts					X		X		
Total Staff 55 or Older	2	3	4		3	2	1		1
Total Staff in High School	17	22	33	16	30	35	18		14

BEST COPY AVAILABLE

PHYSICAL FACILITI[illegible]

A walk-through tour of the high schools was scheduled and a wide range of physical facilities was noted. Although the facilities were well maintained 8 of the 9 of the original buildings were more than 57 years old.

The original high schools and their additions are listed in Figure 7.

Figure 7 Age of Secondary Schools

Schools	Original Building	Remodeling/Additions
Adams	1908	1935
Baraga	1983	
Calumet	1907	
Chassell	1912	
Hancock	1924	1964, 65, 67, 69, 73, 75
Houghton	1922	
Lake Linden	1916	
L'Anse	1927	1978
Osceola	1914	

MILEAGE BETWEEN SCHOOLS

Because travel between schools is a possible constraint to cooperative sharing, the distances between each school was inventoried into a chart by school. (See Figure 8 on page

A profile of the number of schools in each 5 mile category was then compiled (See Figure 9)

Figure 9 Profile of Miles to Travel Between Secondary Schools in 5 Mile Increments

School	Miles to Travel							
	0-5	6-10	11-15	16-20	21-25	26-30	31-35	Over 35
Adams		3	1	2		1	1	
Baraga	1			1		3	1	2
Calumet	1		3	1	1			2
Chassell		3	1	2	2			
Hancock	2	2	2			1	1	
Houghton	2	2	2			1	1	
Lake Linden	1	1	2	2				2
L'Anse	1				1		3	3
Osceola	2	1	3				1	
Totals	10	12	13	8	4	6	8	10
	35			18			18	

When assessing the totals regarding the combinations of schools and miles to travel, 50% are 15 miles or less; 25% are 16 to 30 miles; and 25% would be over 30 miles away.

There are 7 schools that have at least 1 other school 5 miles away. All 9 schools have at least 1 school within 10 miles from it and 6 of these have 2-4 schools within that 10 miles.

Figure 8

Summary of
Mileage Between Schools
Copper Country, Michigan
1984-85

	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
Adams		27	20	7	9	9	20	32	14
Baraga	27		40	20	30	30	40	5	35
Calumet	20	40		21	11	11	5	45	11
Chassell	7	20	21		10	8	20	25	15
Hancock	9	30	11	10		1	11	35	5
Houghton	9	30	11	8	1		12	35	5
Lake Linden	20	41	5	20	11	12		46	6
L'Anse	32	5	45	25	35	35	46		40
Osceola	14	35	11	15	5	5	6	40	

COOPERATIVE SHARING IN VOCATIONAL AND SPECIAL EDUCATION

The schools in the Copper Country ISD are already in a cooperative sharing in both the vocational and special education areas of the curriculum.

SUMMARY REMARKS

In reviewing the basic school district data for the schools in the Copper Country Intermediate School District, there are definite indications that cooperative sharing of programs is a viable alternative for the 9 secondary schools. This assumption is based on the following:

- The 9 secondary schools ranged from 104 to 523 students in grades 9-12 in 1983-84. A range of rounded-off enrollments would be 2 schools with 100 enrollment; 3 with 200; 3 with 200; 1 with 300; 2 with 400; and 1 with 500.
- All of the 9 schools are projected to decline in grades 9-12 from 1983-84 to 1992-93.
- The projected growth in community population from 1980-2000 show that the school-aged children are declining dramatically in 3 counties while the population for all ages is slightly increasing in 2 of the 3 counties. Fewer parents will be having children in the schools.
- There is a shift in funding for the state of Michigan whereby the proportion of local, state and federal dollars to support public education has required an increase in local support.
- A total of 116 classes in the 9 high schools have classes with 15 or fewer students enrolled in them.
- The calendars of the 9 schools have very few differences.
- The daily times schedules for the school day have quite a few differences.
- There are no problems in shortage of teachers for specific subjects when comparing teachers 55 years and older in the 9 secondary schools.
- 8 of the 9 of the original high school buildings were built prior to 1927 with 2 of them built prior to 1910.
- The mileage between school buildings show that all 9 have at least 1 school within 10 miles of it and 7 have at least 1 school within 5 miles.
- There is already cooperative sharing of vocational and special education classes in the ISD.

V. IDENTIFYING THE PLANNING CONSIDERATIONS FOR COOPERATIVE PROGRAM SHARING

The literature review for small schools, the review of cooperative sharing agreements among schools in Michigan, and the basic data from the schools in the Copper Country Intermediate School District are all supportive of the continued pursuit of the planning of cooperative sharing for the 9 secondary schools in this study.

Therefore, this portion of the study will concentrate on identifying additional planning considerations and options for cooperative program sharing. The major sections will include the Plan of the Michigan State Board of Education; Interest and Potential Benefits to Students; Subjects with Highest Interest for Sharing; Sharing in School Clusters; Community Sharing; Sharing in Vocational Education Center; Sharing with Higher Education; and Sharing by Telecommunications.

PLAN OF MICHIGAN STATE BOARD OF EDUCATION

The concept of multi-school district cooperative and consortiums was identified by the Michigan State Board of Education Plan entitled "Better Education for Michigan Citizens: A Blueprint for Action."

Their related comments were:

- Public school enrollment has declined during the past decade. Of a total of 571 school districts, 175 have enrollments of less than 1,000, in fact 40 of these districts have 150 or fewer students. A structure must be established so that all students in Michigan public schools can have access to a quality education program.
- Large local school districts and intermediate school districts would serve a "regional learning center" offering or coordinating advanced high school courses which other local districts do not provide on their own.
- The State Board of Education shall:
  - develop models for intermediate and consortia of local school districts and/or intermediate school districts to operate cooperative academic programs.
  - develop a plan for alternatives, either in the form of a consortium or intermediate school district magnet program, if equal, quality education programs cannot be supported by the local school district.
  - to improve the efficiency and effectiveness of delivering educational services, the State Board proposes educational structures where school districts join together to provide unique programs.

In August, 1984, Dr. Phillip E. Runkel, Michigan's Superintendent of Public Instruction sent a letter to all school superintendents in the state (See Appendix D-1 to D-5). The letter explained the amendment to the State School Aid Act of 1984 that provided an additional $28 per pupil in membership aid for all pupils in membership in the school district if the district met specific requirements for pupils in grades 9 through 12.

Among the criteria for eligibility is the availability of an instructional program that had students actually enrolled in classes for specific percentages plus have classes available as following:

40% English	4 years
30% Mathematics	3 years
30% Science	3 years
30% Social Studies	3 years
20% Foreign Language, Fine or Performing Arts, Vocational or Practical Arts	2 years
10% Health or Physical Education	1 year

INTEREST AND POTENTIAL BENEFITS TO STUDENTS

Study of High School Juniors and Seniors

In Spring, 1984, the administrative staff of the Copper Country Intermediate School District; guidance counselors from the 9 high schools; and the Suomi College staff cooperated to study the juniors and seniors in the 9 high schools.

Survey was taken in winter and spring 1984 in nine high schools in Copper Country, Michigan. The research objective was to learn more about the educational and occupational plans and aspirations of 11th and 12th graders. A total 987 juniors and seniors representing 86% of the total 1,149 juniors and seniors enrolled in the nine high schools were interviewed.

Students were asked if they planned to continue their education after high school graduation. The following table represents their responses.

Figure 10 SURVEY OF JUNIORS & SENIORS, SPRING, 1984
IN 9 HIGH SCHOOLS IN COPPER COUNTRY

PLANS TO CONTINUE EDUCATION BY SCHOOL BY PERCENT

	No	Probably No	Don't Know	Probably Yes	Yes	Number Responding
	%	%	%	%	%	
Baraga	4	1	14	17	64	65
Calumet	8	5	10	16	60	211
Chassell	6	10	14	14	55	49
Dollar Bay	11	8	17	17	48	53
Hancock	4	3	15	19	60	126
Houghton	7	5	9	11	69	159
Jeffers	6	1	11	19	61	73
Lake Lindem	6	2	16	15	60	84
L'Anse	4	4	17	19	56	166
Average %	7	4	14	16	60	986

76% of the students responded "yes" and "probably yes" to the question of whether they planned to continue their education after high school graduation.

The importance of the high school curriculum is shown by the response of 76% of the students registering "yes" or "probably yes" to the question of whether they planned to continue their education after high school graduation.

Another aspect of this study is reported in Figure 11 which compared the high school curriculum that students are presently enrolled in to their plans for continuing their education after high school. The figures are illustrated for 5 types of curriculum beginning with Business and Clerical. In this curriculum 68% of the students enrolled are planning to continue their education. This represents 103 of the 152 students enrolled.

A comparison of those who are enrolled in the various types of curriculum shows that in 4 of the 5 types 60 to 68% are planning to continue their education. This compares to the 96% in the college preparatory curriculum who are planning to continue their education.

Figure 11 RELATIONSHIP OF STUDENTS' HIGH SCHOOL CURRICULUM
PLANS TO CONTINUE EDUCATION BY SEX
9 HIGH SCHOOLS IN COPPER COUNTRY

	Comparison of Totals in %	TOTAL ENROLLED IN CURR.			PLANNING TO CONTINUE EDUC.*		
		MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
BUS/CLER.	68	20	132	152	15	88	103
COLLEGE PREP	96	194	208	402	185	200	385
GENERAL	60	174	107	281	94	74	168
VOC. TECH	63	75	7	82	46	6	52
OTHER	67	37	15	52	21	14	35
TOTALS		500	479	979	361	392	753

*RESPONSES OF "YES" AND"PROBABLY YES" Included

Survey from Student Leadership Forum

Approximately 200 students from the 9 high schools in Copper Country met at Michigan Technological University for a Student Leadership Forum in November,1984.

The Forum is sponsored by the Michigan State Board of Education and its purpose is to provide students with the opportunity to gain new insights, communicate with peers, develop leadership skills and provide feedback to the educational community relative to the types of educational programs, services and activities which the students consider to be priority issues.

One session requested by the planners of the Forum was on "Academic Cooperation Between Schools." A questionnaire was distributed to those in attendance to which 45 students responded (approximately 25% of the total number at the Forum).

The response to the questionnaire was as follows (See Appendix D-6 for the complete tabulation of the questionnaire):

- 84% responded there were courses that they would like to take that are not presently offered in their school. Of these 60% identified foreign language as their top priority
- 96% responded they would be willing to go to another high school for a class
- 84% responded they would be willing to attend a class at a central location (Example: Intermediate School District)
- 96% responded to their willingness to attend an institution of higher education
- 82% responded to their willingness to share a class through telecommunications

SUBJECTS WITH HIGHEST INTEREST FOR SHARING

In an attempt to become more definitive regarding the subjects that had the highest interest for sharing among the 9 secondary schools, 3 surveys were conducted among the school administrators. These 3 included a listing of the subjects they desired to share; these subjects were further classified by 4 priorities; and the classes with the small enrollments (15 or fewer students) were assessed. From these 3 surveys a priority listing of highest interest for sharing was developed.

Desire to Share and Priorities for Subjects

A form was distributed to the 9 high schools that identified subjects they "had and desired to share" and those they "did not have, but desired to share." These subjects were further classified by the administrators into 4 priorities - those needed to meet State Department of Education standards; those needed to meet University of Michigan standards; those needed to meet North Central Accredidation standards; and those to be added for increasing the comprehensiveness of the local curriculum. (See Appendix D-7 for the complete summary.)

Classes with Small Enrollments

The classes with small enrollments were tabulated into the 3 categories of 11 to 15 students, 6 to 10 students; and less than 5 students. The classes were further identified by the number of the 9 high schools that had low enrollments in specific subject. (See Appendix D-8 and D-9 for a complete summary.)

Subjects with Highest Interest

From these 3 tabulations a priority listing of 10 subjects were identified as having the highest interest for sharing among all the school districts. (A complete listing is in Appendix D-10 to D-12.)

The 10 subjects in rank order of highest interest were French, Advanced Chemistry, Physics, Advanced Mathematics, Computers, Shorthand, Office Simulation, Art, Drafting and Metals.

During each phase of this planning with the administrators the data was clarified and further refined so the planning could become more focused.(See Appendix D-13 to D-16.) This clarification also led into the discussion of past cooperative sharing experiences of the 9 high schools. This identified industrial arts and business education between Lake Linden and Osceola (canceled due to lack of enrollment); French and Spanish between Houghton and Hancock (sharing of a teacher became a problem); Adams attempted sharing (students wouldn't attend when the class started); Lake Linden and Calumet had discussions on sharing (couldn't work out schedules); currently Indian program and coordinator and nurses training and chemistry in the past between L'Anse and Baraga.

SHARING IN SCHOOL CLUSTERS

After reviewing the travel distances between schools, present curriculum in the schools, available facilities, past sharing experiences, possible community acceptance, and possible chances of any sharing to be initiated, the thought of school clusters evolved.

The clusters identified by travel distances between the schools and enrollments are:

Northern Cluster:	Calumet (523) Lake Linden (204)
Central Cluster:	Osceola (110) Hancock (298) Houghton (377) Adams (181) Chassell (104)
Southern Cluster:	Baraga (195) L'Anse (391)

The clusters not only permitted convenient travel distances of no more than 10 miles between any school in the cluster with the majority being 5 miles, but also placed a good mix of school sizes together. (See Appendix D-17)

The subjects with the highest potential for cooperative sharing between schools in each cluster were identified. (See Appendix D-18)

A meeting of the 9 school administrators was then conducted in which they were divided into the 3 clusters with an administrator from the Copper Country ISD joining each cluster. There were 4 questions that members in each cluster discussed and on which they reported. (See Appendix D-19 to D-21 for their complete reports.) The questions were:

- After reviewing the cluster data, is there a possibility that sharing could take place in your cluster? The 3 clusters responded "yes".
- If yes, what subjects could you identify and when it might occur in your school districts? The Northern Cluster identified French, Calculus, ROTC and Advanced Computers; The Central Cluster identified French, Advanced Chemistry, Physics, Spanish, Art, and 4th Year Math; and the South Cluster identified French, Trigonometry, Calculus, Advanced Math and Finnish.
- If yes, what would be the constraints for sharing to take place in your school district in 1985-87? (These are listed in Appendix D-20.)
- What would be the advantages and disadvantages of sharing among schools in your cluster? (These are listed in Appendix D-20 and D-21.)

Because the maintaining of initiative was felt to be so important, it was decided that the administrators shall schedule a future meeting of their clusters with a member of the ISD staff in each meeting. (See Appendix D-22) Three suggestions were presented as guides for possible initiation of successful cooperative sharing programs. These were:

- To provide ownership to the local schools in developing the plan by bringing together a broad base representation of persons.
- To identify quality educational programs wherever they exist - in and out of the local school district. This quality can be judged in priority order by teacher (preparation and performance), course content, facility and equipment.

·To provide maximum opportunities for students who want to participate by reducing travel constraints (more teachers and then students; keep programs close to home shcool); provide a sense of belonging for students traveling to other schools (match home and host students, give telephone numbers so they can call about home work, etc.-have available times for contact with the teacher of the class); encourage participation of the student in their home school activities (schedule cooperative classes in morning if possible); set program qualifications for participation for students with high interest and responsible attitudes.

In further pursuit of minimizing problems experienced in other schools systems that attempted cooperative sharing there was a question posed for possible interest in scheduling semester 2-hour classes rather than a 1-hour class. (See Appendix D-23) This question could be posed again at a later date because it was too early to respond to that scheduling possibility.

Another question that was posed to help alleviate possible conflicts in time-of-day schedules of the schools was the possibility of changing from 6 to 7 or 7 to 6 period days. The responses were as follows:

COMMENTS ON CHANGING FROM A 6 TO 7 PERIOD DAY OR FROM A 7 TO A 6 PERIOD DAY:

Baraga	"No change"
Calument	"Because of course regulations there is no flexibility in the scheduling. I don't see us moving to a 6.
Chassell	"If we reduce our schedule to 6 periods, we would have to offer less classes or increase the staff."
Houghton	"May change to a 7 period day."
L'Anse	"We are in a 6 period day. Any problems that may arise going from 6 to 7 or 7 to 6 could certainly be worked out."
Osceola	"It would be very difficult for us to move to a 6 period day. We need the 7 period for flexibility in scheduling."

Additional meetings by clusters were conducted in February at which time they further focused into sharing possibilities for 1985-86.(See Appendix D-24 and D-25 for reports of these meetings.) The subjects mentioned for possible cooperative sharing were:

Northern Cluster
French III, ROTC, Art, Vocal Music, Advanced Foods and Calculus
Central Cluster
French, Arts, ROTC
Southern Cluster
Statistics, Solid Geometry, Computer, Foreign Language, Physical Dynamics, Machine Shop, Chemistry II, Drivers Education

Other questions identified primarily concentrated on personnel issue, such as, tenure, contract and supervising.

A review of recent decisions by the State Tenure Commission of the State of Michigan and correspondence with the Office of Tenure, Negotiations and Retirement for the Michigan Department of Education regarding guidelines for school administrators to consider with school personnel when planning cooperative sharing programs among school districts leads to the recommendation that individual questions be posed to the Office of Tenure, Negotiations and Retirement when they are identified. This recommendation is made for two reasons - there is no current set of guidelines for school administrators that is distributed by the Office and the State Tenure Commission continually renders new decisions that would impact on any set of guidelines.

In reviewing a decision rendered by the State Tenure Commission on June 29, 1984, (Docket No. 81-52), there were some issues regarding employment and tenure that would give some guidelines to these questions.

To determine who was the employer in a case where the teacher was hired by a consortium of school districts, the Commission first applied the test:)1 the power to select and hire, 2) payment of wages, 3) the power to dismiss, 4) the power to control the manner in which the work is performed, 5) whose work is being done, and 6) whether the work being done is an integral part of the claimed employer's business. Because there was no clear distinction regarding which school district was specifically responsible for these 6 functions, all 3 school districts were considered employers.

The Commission did make an important statement as a companion to their decision. The statement read, "We note that as we move into the future and funding becomes tighter, it is likely that there will be more and more joint venture programs such as the consortium operated by the three school districts in the present situation. It would thus behoove controlling boards to take appropriate steps when hiring staff for such programs to avoid the problems present in this appeal if they so desire. The problems presented here could well be avoided by carefully drafted contracts of employment."

Regarding the tenure issue, the Commission had also previously determined that tenure may be attained in a part-time position. They also stated that "to exclude tenure in a non-classroom position, requires that the teacher be employed under a written contract excluding tenure." The Commission also concluded that the person had tenure in 3 school districts because they had previously determined that from the previous test the 3 were considered employers.

COMMUNITY SHARING

Because sharing among communities have been taking place much longer and with more success than among school districts, an inquiry was made to identify the related community activities. The Western Upper Peninsula Planning and Development Region was asked to identify some of the sharing that was occurring among communities. A total of 19 agencies were identified. (See Appendix D-26)

The listing illustrates the many ways that communities are already involved in cooperative sharing of programs and services.

SHARING IN VOCATIONAL EDUCATION CENTER

As of March, 1985, a new law permitting school districts to establish vocational-technical consortiums was passed by the Michigan House of Representatives and is being considered by the Senate. (See Appendix D-27) The law would also permit additional funding for facilities and equipment.

The Copper Country ISD has cooperative sharing programs in auto mechanics and nurses aide and has also proposed a plan for an area-wide cooperative plan to deliver vocational education. The present transportation schedule for the two vocational classes are as follows:

	Approximate Arrival	Approximate Return
Calumet	8 AM	10 AM
Lake Linden	10 AM	11:30 AM
Adams	12 NOON	2:40 PM
Chassell	12 NOON	2:40 PM
Houghton	10 AM	11:30 AM
	12:10 PM	2:40 PM
Hancock	10 AM	11:30 AM
	12:10 PM	2:40 PM

In the discussion of the Central Cluster of schools the interest was expressed in French possibly being offered at the ISD rather than in an individual school. A questionnaire was then sent to the high school to determine the extent of this interest. (See Appendix D-28)

SHARING WITH HIGHER EDUCATION

There are two institutions of higher education are within 10 miles of 7 of the 9 high schools. Both Michigan Technological University and Suomi College are receptive to having students attend classes at their institutions.

There are conditions that are recommended for school districts to consider when they are considering students to be concurrently enrolled in high school and college. (See Appendix D-29 to D-33) These include:

- A high school policy permitting academically superior students to take college courses.
- A letter from the counselor or principal approving the student and a designation on the admission application form.
- A written policy and procedures by the high schools for early enrollment.

SHARING BY TELECOMMUNICATIONS

According to Scott Seamon, Director of Learning Resources Division of Northern Michigan University, Michigan Technological University, Northern Michigan and Bay de Noc Community College began meeting in 1982 to determine the feasibility of activating a two-way interactive microwave system for educational purposes. Northern Michigan University has applied to the state of Michigan for a legislative grant to begin an engineering study to determine tower locations, available frequencies and necessary equipment. The system would interconnect the communities designated on the map in Appendix D-34. The Keweenaw Bay Tribal Council has also been actively seeking to bring a low-power television station into the area. Their efforts might also be coordinated with the educational institutions in Upper Peninsula.

Although microwave transmission is having a resurgence in interest for educational purposes, cost is given as the primary deterrent to its getting established for the schools. Using past experiences and present concerns of systems that are now involved in educational television should prompt all future users to the necessities of good planning, inservice, programming and teaching so the maximum benefits can be derived from its use.

After reviewing many systems it appears that the following have the most extensive planning documents, policies and governing structures, and programming formats:

California State University - Chico, California
Minnesota Valley Tele-Network-Montevideo Public Schools
South Eastern Michigan Telecommunications
Education Consortium - Lenawee Intermediate School District
Western Wisconsin Communication Cooperative-Blair Public Schools
Kirkwood Telecommunications System, Kirkwood
Community College, Cedar Rapids, Iowa

Although all the documents from these telecommunication systems should be used in the planning phase, one of the best evaluations of a system that has been operational for some time is from Western Wisconsin Communication Cooperative. This was an ESEA Title IV-C final evaluation report of Year III (1982-83). It is listed as Project CIRCUIT and was completed in July, 1983.

Other systems for cooperative sharing among schools that concentration in other technology areas, such as telephone and combinations of telecommunications are available. Several sources for these systems are:
Instructional Communications System - University of Wisconsin-Extension
Kansas Regents Network - Kansas State University
Cooperative Education Service Agency - LaCrosse, Wisconsin

SUMMARY REMARKS

Planning considerations for cooperative program sharing among the 9 high school districts are encouraging. The main concern in this as in any planning effort is to continue to maintain the initiative for bringing about this educational change. A summary of the foregoing writing is as follows:

- The Michigan State Board of Education has identified cooperative sharing among school districts as a high priority for improving educational opportunities for public schools.
- The Michigan State Legislature has added incentive funds for increasing educational opportunities for students in small schools.
- A high percentage of high school graduates in Copper Country schools are interested in continuing their education.
- A high percentage of student leaders from the 9 high schools expressed a desire for more subjects than their present school has and would be willing to go to another high school, institution of higher learning, a central location, or take one through telecommunications.
- The administrators in the 9 high schools identified courses that they could share.
- The 9 high schools are tentatively divided into 3 clusters for cooperative sharing and have identified courses they could share.
- There are many services and programs already being shared by communities in Copper Country.
- Sharing through a vocational education center, higher education and telecommunications are all possibilities for the 9 high schools.

VI. AN ADMINISTRATIVE MODEL

Dr. Reginald Nolin, Superintendent of Schools at Tower, Minnesota and Dr. Charles Sloan, Professor of Educational Administration of Northern Illinois University have jointly written a publication entitled "A Unique Model for Small School Survival."

In this publication, they list 6 conditions that are needed for success in cooperative sharing of programs. They are:

- Boards of Education, Administrators, Faculty, Students, and the Public must be committed to making the concept work. Committed in the use of time, effort and resources.
  Emerson stated. "That what you set your mind on you will sure become".
- Communications must be continuous and not taken for granted between all groups of educators and publics involved. We have been often reminded of John Dewey who wrote, "Communication is a process of sharing experience till it becomes a common possession. It modifies the disposition of both parties who partake in it".
- Leadership must emerge from each district at every level of the cooperation effort.
- Planning must precede any form of action in cooperation. Planning is necessary if all needs in the cooperation effort are going to be met.
- A 5th conclusion is an environment for sharing must exist or be created. That is, people must be willing to work with each other. An environment must be created to be conducive to promoting interaction.
- Resources must be provided to support the planning and start up phases of cooperation. Resources must include materials and people to provide expertise at the various stages of the effort.

"Sharing groups that have commitment, continuous communications, leadership, planning and an appropriate environment will have all the conditions to have a successful interdistrict sharing/cooperative program."

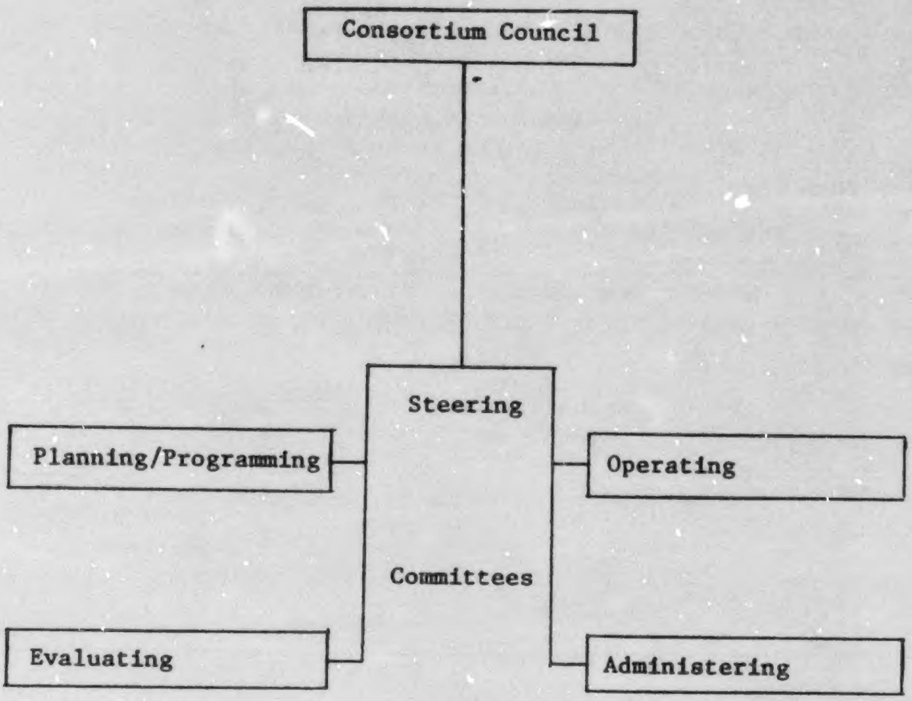
With the understanding that these 6 conditions should transfuse any administrative model for cooperative sharing, 3 specific proposals are presented for consideration by the Copper Country schools. Also, since an administrative model should encompass all aspects of planning, programming, operating and planning, the first proposal will provide an administrative framework for these, while the latter 2 proposals will speak only to the governance aspect of the administrative model. The 3 proposals will include the Initial Administrative Model to the Copper Country Schools; the Governance of the Bi County Consortium; and the Governance of the Copper Country Schools.

INITIAL ADMINISTRATIVE MODEL FOR COPPER COUNTRY SCHOOLS

The initial proposal for an administrative model was presented to the administrators from the 9 school districts and the Intermediate School District. The bases of the proposal was to be encompassing and representative. It was meant to be encompassing by including administration, planning, programming, operating and evaluating for existing and future ventures of the consortium. It was meant to be representative by included in a broad base of different participants in the process.

This proposal was not approved by the representatives of the schools in this study because it was too involved in relationship to where the schools were at this time. It is included because there may be aspects of it that can be incorporated into the model that will eventually evolve in Copper Country.

COPPER COUNTRY EDUCATIONAL CONSORTIUM


Consortium Council
Steering
Committees
Planning/Programming
Operating
Evaluating
Administering

COPPER COUNTRY EDUCATIONAL CONSORTIUM

The general purpose of the Copper Country Educational Consortium will be to establish an organization through which the school districts in Copper Country, Michigan can cooperatively plan, develop and implement programs to more effectively and efficiently accomplish their educational goals.

The purpose of the organizational structure of the Consortium will be to maximize participation of all school districts and representatives of those persons affected by the activities.

To assure that the purpose of the Consortium are realized, the following coordinating boards, their responsibilities and representation are established.

CONSORTIUM COUNCIL

Responsibilities will generally be thought of as:

1. Acting as liaisons between the Board of Education and school administration in each school district and the steering committees and their activities.

2. Establishing rules and regulations by which the Steering Committee and Consortium would function.

3. Providing and continually striving to improve the organizational structure within which the Consortium can function.

4. Preparing annual reports for each school district and the Intermediate School District.

Membership (9):

4 Superintendents of Schools, one of which will be from each of the 3 clusters and one from the Administering Steering Committee

1 Superintendent from the Intermediate School District

4 High School Principals, one from each of the Steering Committees.

STEERING COMMITTEES

Each steering committee can establish those sub-committees deemed necessary to accomplish their responsibilities. These should be approved by the Consortium Council. All committees should meet a minimum of (3) times a year.

Administering Steering Committee

Responsibilities will generally be thought of as administrative and other than the daily operational responsibilities, such as:

1. Developing an annual and long range budget for Consortium activities.
2. Administering contracts with the respective school districts.
3. Discussing quality criteria for activities such as personnel, facilities and equipment.
4. Recommending tuition and payment considerations among school districts.
5. Coordinating transportation systems
6. Negotiating agreements for delivery systems, such as, higher education, instructional television, vocational districts.

Membership (3):

2 Superintendent of Schools

2 High School Principals

1 Administrator from the Intermediate School District

The steering committees for Planning and Programming, Operating, and Evaluating will be guided by their respective responsibilities and the major factors of the activities.

Membership of each committee (11):

1 High School Principal who will also act as chairperson

1 Designee from the Intermediate School District

3 Parents, one from each cluster whose child is in the program

3 Teachers, one from each cluster who teaches in the program

3 Students, one from each cluster who is in the program

COPPER COUNTRY EDUCATIONAL CONSORTIUM

	Representation							
Coordinating Boards	Supt.	HS Prin	ISD	Parent	Teacher	Student	Other	Total
Consortium Council	4 (A)		1				4 (B)	9
Steering Committees:								
·Administering	2	2	1					5
·Planning & Programming		1	1	3 (A)	3 (A)	3 (A)		11
·Operating		1	1	3 (A)	3 (A)	3 (A)		11
·Evaluating		1	1	3 (A)	3 (A)	3 (A)		11

(A) Each cluster represented

(B) Chairperson of each Steering Committee

FACTORS TO CONSIDER

STEERING COMMITTEES	Curriculum	Delivery Systems	Students	Personnel	Public Relations	Budget
Planning & Programming						
1. Assessment Needs						
2. Plan a 3 Year Scheme to Satisfy Needs						
3. Develop a 2 Year Program to Satisfy Needs						
4. Project Personnel Equipment & Facility Needs						
5. Prepare Implementation Plans						
Operating						
1. Make plans to Implement Programs						
2. Implement Rules & Regulations						
3. Resolve Coordination Problems						
4. Monitor Programs & Personnel						
5. Provide Data for Reporting Purposes						
Evaluating						
1. Develop Program Evaluation Plans						
2. Monitor Programs						
3. Analyze Results						
4. Prepare Recommendations for Improvements						
5. Prepare Reports						

Administrative Considerations

Although administrative and contractual agreements will need to be individually tailored to the communities and schools in a cooperative agreement, there are several general areas that should be considered regarding academic programming.

Commitment. The school board, administration, teachers, students, and community should be committed to the educational philosophy of offering these programs on a cooperating school district basis. The commitment for offering these quality educational opportunities should also realize that there may be additional costs, inconveniences, and cooperating agreements necessary.

Program Qualifications. Specific quality program decisions should be based on the teacher, equipment, and facility availability. Decisions for locating the center of teaching each course should be based on minimizing the transporting of students and other associated program costs when the other quality variables are satisfied.

Students. Students being transported to another school should be qualified for enrollment on the basis of the seriousness of interest in the course offering. This seriousness should be based on benefit of the course t their future plans, behavior, achievement, and attendance.

Due to possible adjustment problems for students moving between schools i might be well to initially consider juniors and seniors for this program.

Scheduling. Major problems will center on school calendars, daily school time schedules, and transportation for private as well as public schools. Considerations might include scheduling only in mornings or afternoons. Annual discussion on the school calendars might include a joint meeting of on representative from each school district including a school board member, administrator, teacher, and community member.

Finances. Several financial alternatives are possible and it may be feasible to look at a combination of financial arrangements if the need dictates. For instance, scheduling in existing facilities with existing equipment and available staff may be much different than if one or more of these quality variables is specifically desired, but doesn't presently exist. In that case, a per student cost may be determined on basis of the specific teacher's salary and fringe benefits, cost of facility and equipment.

Generally it would appear that a per-student cost for the attendance in a course could be prorated using the established tuition cost of the school district. The home school district could then receive its regular state aid for student membership and state transportation aid as though the student was attending its "home" school Although this is the simplest, a problem with this method might deal with the different per student cost that exists among the school districts.

Another alternative is to compute a per-student cost on a school district basis considering only the amount paid by local taxpayer funds per student. Although the amounts between the school districts would vary, this method would limit the cost to the local taxpayer of each district.

Still another alternative is to establish a fiscal agent, such as a regional education service agency, that would be acceptable and beneficial to all schools. The fee could be on a cost per cost or service basis and could be administered by the agency.

Specific considerations might include such agreements as:*

1. The resident school pays for transportation and insurance coverage to the host school.
2. Students are to comply with the host school's rules and regulations.
3. The host school daily telephones attendance records to the resident schools. Resident schools are responsible for absenteeism and delinquency in attendance.
4. A representative selected by the resident school may sit on the host school district's school board as an advisory and non-voting member.
5. A grievance committee of three members is selected to resolve appropriate issues. One representative each from the host and resident schools and one representative agreed upon by the two schools compose the committee.

(Taken from Shared Programs between Adjacent School Districts in Bordering States: A Planning Manual) (31)

SUGGESTED RULES AND GUIDELINES FOR COOPERATIVE SHARED-TIME STUDENTS.

Below is an example of rules and guidelines that each local school district can use to meet their individual needs. Transportation policies might vary from school-to-school.

Suggested Rules and Guidelines for Shared-Time Students

1. Students must follow the schedule of the receiving school including the school calendar.
2. Students must follow the attendance and discipline policies of the receiving school.
3. Students may not drop shared-time without consultation with the counselors or appropriate school officials.
4. Students should put aside differences of opinion while sharing rides. In most cases you are involved for about a half hour of close contact in a vehicle. Students should be mature enough to handle the situation.
5. Students should report violations of traffic laws, use of tobacco or drugs to appropriate school authorities.
6. School driving privileges are contingent upon your driving record. Do not lose the privilege by breaking either schools' driving rules.
7. Students and parents will be reimbursed for mileage on a monthly basis only when the appropriate forms have been correctly filled out and handed in to the principal. Only those drivers approved by the principal will be reimbursed.
8. Students may be removed from the program with a loss of credit, if the basic rules, regulations and obligations of the specific program are not met.

I have read and understand the rules above.

______________________________ Student Signature

______________________________ Parent or Guardian Signature

Date______________________________

THE GOVERNANCE OF THE BI COUNTY CONSORTIUM

The BI COUNTY Consortium was founded in 1982 for schools in Marquette and Alger counties. The following proposal is similar to an administrative governing structure rather than an administrative model.

The project is administered by the Bi County Consortium Board which meets monthly throughout the year. Membership of the Board includes:
-superintendents from each member school district,
-superintendent of the Marquette-Alger Intermediate School District
-representatives from each member school board
-representatives of Northern Michigan University
-director of academic education component
-director of vocational education component

The project is under the management of the Marquette Area Public Schools which also serves as the designated fiscal agent for the Consortium. All project activities and operations will be supervised, coordinated and reported by the project coordinator who will also become a member of the Board.

THE GOVERNANCE OF THE COPPER COUNTRY COOPERATIVE SHARING

The representatives from the school districts in Copper Country recommended that the governing structure for the cooperative sharing be patterned after what already exists with the Vocational Education Coordinators. The following aspects are present in that structure:

- There is 1 designated representative from each high school, plus 1 from the Intermediate School District.
- The ISD administrator sets the agenda with input from the school representatives and follows the meeting with a written report for each representative.
- The ISD administrator communicates directly with the schools and those responsible for the activities.
- Meeting occur once a month and school representatives communicate directly with their home school administrators before and after the meetings.

There is now a Steering Committee that has been formed specifically to develop a new vocational plan for the schools in Copper Country. The committee consists of 2 school board members plus 1 administrator from each school district. They meet on a call basis and will probably discontinue as a committee after their task is achieved.

There is also an Advisory Committee being formed for gifted and talented that will have representatives from each school district collectively meet for a coordinated program in Copper Country.

SUMMARY REMARKS

After reviewing the 3 proposals for an administrative model for cooperative shared programs and the present state of affairs regarding the progress in the 3 clusters, the following summary is offered for providing active and sustained momentums:

- The most important aspect of the development of cooperative sharing programs in the Copper Country secondary schools will be to keep active momentum among the participants.
- Active momentum can most likely be continued by meeting in clusters with an administrator from the ISD assigned to each cluster as a coordinator. Having the 3 coordinators in the ISD will provide over-all coordination for the 9 schools.

- Active momentum can also be initiated by utilizing the governance structure of the Vocational Education Consortium because it is already in place and familiar to the schools.
- Sustained momentum should consider a further development of an administrative model to formally encompass all aspects of cooperative sharing of programs in Copper Country schools. The intent would be to have a model that could respond to any new ideas or programs.
- Sustained momentum should consider a broad base of representation in each school district so the success or failure of any programs is not focused on one individual.

VII. WORKS CITED

1. National Center for Education Statistics. *Digest of Education Statistics, 1982* (Washington, D.C.: U.S. Government Printing Office, 1982).

2. B.J. Foster and J.M. Carpenter. *Statistics of Public Elementary and Secondary Day Schools, 1977-78 School Year (final).* National Center for Educational Statistics. (Washington, D.C.: U.S. Government Printing Office, 1979).

3. Ewald Nyguist. "Maintaining Excellence in the Management of Decline." Paper presented at Annual Conference of School Administrators Conference of New York State, Niagara Falls, New York, October, 1976.

4. Frederick Dembowski, Geneva Gay, and Jeffrey Owens. *The Effects of Declining Enrollments on Instructional Programs and Supervisory Practices in Public Elementary and Secondary Schools.* (Alexandria, VA: Association for Supervision and Curriculum Development, 1979).

5. James Guthrie and Ami Susman. "Teacher Supply and Demand in Mathematics and Science," The Phi Delta Kappa 64 (1) September 1982).

6. Paul Dehart Hurd. "State of Precollege Education in Mathematics and Science." Paper presented at National Convocation in Pre-College Education in Mathematics and Science, National Academy of Sciences, Washington, D.C., May 1982.

7. George O'Hearn. "Study of the Status of Science Education in Wisconsin High Schools,"Report to the State Superintendent of Public Instruction, Madison, Wisconsin, January, 1983. Madison, WI: Center for Advancement of Science Education, 1983.

8. Dembowski, op cit.

9. Jonathan P. Sher, Ed. *Education in Rural America, A Reassessment of Conventional Wisdom*. Boulder, CO: Westview Press, 1977.

10. Paul M. Nachtigal, ed. *Rural Education-In Search of a Better Way*. (Boulder, Colorado: Westview Special Studies in Education, 1982).

11. James B. Conant. *The American High School Today*. (New York: McGraw Hill Book Co., Inc., 1959).

12. Lawrence Davenport. Assistant Secretary for Elementary and Secondary Education, USDE. *Fifth Annual Rural and Small School Conference and 75th Annual Rural Education Association Conference*. October, 1983.

13. Barbara L. Schneider. *America's Small Schools* (Las Cruces, N.M.: Educational Resources Information Center, 1980).

14. Ibid.

15. Martha Loustaunau. "Small Rural Schools Can Have an Adequate Curriculum." (Austin, Texas: National Education Laboratory Publishers, Inc., 1975).

16. National Commission on Excellence in Education. "A Nation at Risk: The Imperative for Educational Reform. A Report to the Nation and the Secretary of Education, United States Department of Education." (Washington, D.C., 1983).

17. Mark Rodekohr. Adjustments of Colorado School Districts to Declining Enrollments. (Lincoln, Nebraska: University of Nebraska, The Nebraska Curriculum Development Center, 1975).

18. Davenport, op cit.

19. Roger G. Barker and Paul V. Gump. Big School, Small School, High School Size and Student Behavior. (Stanford, CA: Stanford University Press, 1964).

20. Claude B. Turner. School Size Does Make a Difference. (San Diego, CA: The Institute for Educational Managment, 1970).

21. Mark Grabe. Big School, Small School: Impact of the High School Environment. Paper presented at Annual meeting of the American Educational Research Association. (Washington, D.C., March, 1975).

22. Joyce Levy Epstein, ed. The Quality of School Life. (Lexington, MA: D.C. Heath and Co., 1981).

23. Lyle O. Wright. Special Funding for Small and/or Isolated Rural Schools. (Las Cruces, N.M.: Education Resources Information Center, 1981).

24. Loustaunau, op cit.

25. Jonathan Sher, op cit.

26. "Shared Services for Rural and Small Schools." Rural Education Digest. (Las Cruces, N.M.: Education Resources Information Center, 1984).

27. Davenport, op cit.

28. William A. Firestone. Great Expectations for Small Schools. (New York: Praeger Publishers/CBS Educational and Professional Publishing, 1980).

29. Peggy J. Ross and Bernal L. Green. Impacts of the Rural Turnaround on Rural Education. (Las Cruces, N.M.: Educational Resources Information Center, 1979).

30. Nachtigal, op cit.

31. Lyle R. Bruss and Dennis L. Bryan. Shared Programs between Adjacent School Districts in Bordering States: A Planning Manual. (Las Crues, N.M.: Education Resources Information Center, 1983)

VIII. APPENDIX

THE UNIVERSITY OF MICHIGAN
BUREAU OF SCHOOL SERVICES
SCHOOL OF EDUCATION
3338 SCHOOL OF EDUCATION BUILDING
ANN ARBOR 48109

Telephone 764-8240

ACCREDITATION
UM
Since 1871

KENT W. LEACH, Director

RAY E. KEHOE, Associate Director
Associate State Director for Elementary Schools, North Central Association

G. SUTHERLAND HAYDEN
Assistant Director
State Director, North Central Association

JACK D. BITTLE
Executive Director, Michigan Association of Secondary School Principals
2339 SEB (769-5497)

JON M. FITZGERALD
Executive Director, Michigan Interscholastic Forensic Association (764-8242)

PHILIP F. HANSON
General Consultant

MARY JO LOMAS
Executive Secretary
Michigan Association for Media in Education

GORDON J. SHEWACH
Executive Director
Michigan Future Problem Solving Program

EDWIN W. TOWER
Managing Secretary
Michigan School Band and Orchestra Association (764-8242)

FRANK B. WOMER
Consultant, Testing and Guidance
Director, Michigan School Testing Service (764-8242)

THEOPHILE WYBRECHT, Consultant
Associate State Director for Junior High/Middle Schools, North Central Association

Office Manager
DOROTHY M. BEECHER

March 21, 1983

Mr. Joseph Nicita
Superintendent
Saginaw Intermediate School District
6235 Gratiot Road
Saginaw, Michigan 48603

Dear Mr. Nicita:

In reply to the questions asked of me during your recent telephone conversation, I list the following items as being related to declining enrollments or inadequate finances or both:

1. The number one trend as observed by those of us who make accreditation visits is the elmination of art or the reduction in the number of art classes. Many of the smaller schools are eliminating art from their offerings while the larger comprehensive high schools are decreasing the number of art classes offered. Also, in the larger schools the number of art teachers is declining and, in quite a few schools, some art laboratories are being closed.
2. Vocal music classes are beginning to disappear from the curricular offerings in many small schools. This trend we rate number two in frequency.
3. Orchestras and/or string work are decreasing. (However, only the larger schools, in the main, have orchestras and this decrease had already occurred before the recent wave of declining enrollments.)
4. The number of advanced classes in science is decreasing. For example, advanced chemistry, advanced biology, and advanced physics are beginning to be phased out in an increasing number of the larger comprehensive high schools.
5. The number of mathematics classes is declining, but so far the diversity of the types of mathematics courses seems to be holding its own. In other words, every attempt is being made to keep the different offerings and accomplishing savings by decreasing the number of sections of a particular offering.

6. The diversity of social science classes is becoming less. This appears to be opposite to trend number 4. In social science, more and more schools are reverting to the few traditional offerings and the number of different courses is decreasing.

The above listings are entirely curricular matters resulting from declining enrollments and/or inadequate finances -- or both. However, other major trends should be noted, also, because these indirectly affect the curriculum. These are as follows in order of frequency:

1. The adult aides in the library are decreasing at an alarming rate.
2. The number of full time librarians is decreasing in all sizes of schools.
3. Libraries are beginning to be phased out in some of those schools where librarians have been laid off.
4. The number of counselors is decreasing.
5. More and more of the smaller schools are depending on the principal's clerical workers to do secretarial work for the guidance department.

All of the above items are trends -- very definite trends -- as gathered via an analysis of accreditation reports and by the observations made by accreditation visitors to high schools.

Sincerely,

Kent W. Leach

Kent W. Leach
Director

KWL/ha

8/5/83

RESULTS OF M.A.I.S.A. COOPERATIVE ACADEMIC PROGRAM SURVEY

INTRODUCTION

Bill Ross and Ed Jarvie, members of the MAISA sub-committee on Cooperative Planning, were assigned several responsibilities:

1. To identify cooperative academic educational programs in existence;
2. To identify promising cooperative academic practices;
3. To identify and develop a variety of models which would encourage cooperative academic practices.

A survey was sent to Michigan Intermediate School Districts to determine the number and types of cooperative academic programs currently operating (see Appendix A for survey instrument). The survey was sent with a cover letter from John Fehsenfeld, Committee Chairman, on April 19, 1983. A second memo was sent on May 20 to the ISD superintendents who had not returned the survey asking that they do so, regardless of whether they had an appropriate program.

Bill Ross made a preliminary report on the survey findings to members of MAISA on May 12. Cal Poppink, Assistant Superintendent for Personnel/General Services of the Lenawee Intermediate School District, distributed copies of the data on June 22 at the summer MAISA conference. This data included information from ISD's that had not responded to the original request on April 19. Also included was a district-by-district list of ISD cooperative academic programs around the state (See Appendix B).

FINDINGS

Forty-nine ISD's returned their surveys (86% of the total). Thirty ISD's have no cooperative academic programs now. Nineteen ISD's have some form of cooperative academic programming in their local districts (one-third of Michigan's 57 ISD's). It should be noted that even though 30 respondents out of the 49 said they have no cooperative academic programming now, many of the 30 stated that they are actively considering the idea.

The average number of participants in each cooperative program is 25 students (excluding the four largest—Saginaw with 291, Mecosta-Osceola's "Super Saturday" program with 112, Marquette-Alger with 112, and Clare-Gladwin with an average of 91 students). (Two ISD's have an "open exchange of students" in several of their local districts; an exact number of participants was not given in either case.) Sixty-eight local school districts participate in a cooperative academic program, either as a "receiving" district, a "sending" district, or both. All programs but two are for high school students only, primarily high school juniors and seniors.

Students travel an average distance of 20 miles to the program site (with a high of 46 miles and a low of 1 mile).

The survey form specified five possible subject areas with a sixth "other" category (Questions 1 & 3). Course titles listed under subject areas included:

Math	Advanced Math Trigonometry/Pre-Calculus Trigonometry
Science	Physics Physiology Advanced Placement Biology Advanced Placement Chemistry Biology Geology Human Body Flora & Fauna Psychology Chemistry in Allied Health Health Wildlife Management Astronomy

Foreign Language	French
	Spanish
	German
	English as a Second Language
	Latin
English	Language Arts
	Literature
	Newswriting
	Journalism
	Better Reading/Writing
	College Writing
	American Literature
	Freshman Composition
	Debate
	Oral Interpretation of Literature
Social Studies	Modern European History
	World Geography
	Global Studies
	U.S. History
	Social Science
	Career Education
	Consumer Education
	Family Education
	Government
	Economics/Government
	Money Management

The open or "other" subject area on the survey primarily included classes in fine arts and computer applications:

Fine Arts	Dance
	Theatre
	Visual Arts
	Instrumental Music
	Voice
	Creative Writing
	TV Production
	Theatre Arts
	Pottery
	Art
	Photo Communications
Computer-Related	Computer Applications
	Introduction to Computers
	Basic Programming
	Computer Programming/Literacy
	Introduction to Microcomputers (Basic)
	Advanced Pascal
	Macrocomputers
	Computing in Science and Math

The following miscellaneous courses did not fall into any universal group:

Miscellaneous	Bible and Mythology Creativity Media Maze Gymnastics

The majority of programs are located in local district high schools (13), with three located in college or community college facilities. Two programs are housed at area vocational centers. One program is located in an ISD administration building. One program is in a former junior high building and two other programs are in community education centers.

Funding for cooperative academic programs currently in operation comes from four sources. In rank order, the sources are: local district funds, state aid, student tuition, and ISD general funds. Seven respondents said that no additional funding has been needed so far, as programs in these ISD's operate on an "even exchange" basis among local districts.

When asked how students are transported to program sites, respondents said that school buses are the most common means of transportation. Eleven programs use school buses as their only method of transporting students. Three districts use both school buses and students' own cars. Six districts require students to provide their own transportation.

The major problems in planning and administering cooperative academic programs cited by respondents were:

1. Transportation costs (cited by six respondents)
2. Commitment to the concept by teachers' union (cited by four)
3. Financing (cited by four respondents)
4. Student travel time (cited by three respondents)
5. Selection of staff (cited by three respondents)
6. Scheduling conflicts with home school (cited by two respondents)
7. Commitment by board of education (cited by two respondents)
8. Lack of student interest (cited by two respondents)
9. Calendar complications (cited by two respondents)
10. After school offerings compete with other student activities
11. Joint steering committee needed

12. Similar philosophy needed among locals
13. Need to offer high level academic classes
14. Need to maintain vocational offerings
15. Desire to change
16. Method of choosing students to participate
17. Maintaining individual "home school" identity
18. Commitment from local districts

Suggestions for successful cooperative academic programming fell into two main areas:

Planning

1. Begin planning one year before implementing
2. Insure need
3. Get superintendents' support
4. Establish steering and curriculum committees
5. Involve principals and teachers as soon as possible in decision making
6. Establish clear program, course, and learner objectives
7. Student scheduling should be done by all schools at the same time
8. Develop curriculum carefully so program is of a higher quality than programs offered in local or "sending" district

Administration

9. Start slowly on a small scale
10. "institutionalize" program through ISD
11. Contract with private agency
12. Receiving district must work closely with sending district
13. Use local district staff
14. Ask in-formula LEA to operate on ISD site

Other general suggestions were:

15. College level freshman equivalence may be the answer.
16. Student interest is vital.
17. Legislation should be passed which would permit ISD's to operate and finance these programs.

CONCLUSIONS

There appears to be four basic types of cooperative academic programming in Michigan school districts:

1. College Center:

Advanced placement is available for high school students at a college or community college, or a formal arrangement is made with a college or community college to provide supplemental programming through their continuing education department. Student tuition or fees is the primary way these programs are funded, although one ISD also actively solicits donations from private sources for the program.

2. ISD Center:

The ISD and some or all of its local districts offer academic classes at an ISD facility, primarily the area vocational center. The ISD coordinates the program; local districts provide the funding (although two of the ISD's also make financial contributions).

Three ISD's fit this broad category. One of the three ISD cooperative programs is only for pregnant girls with no special emphasis on advanced academics.

3. Consortium:

A consortium of local school districts provide academic and fine arts classes at one location, usually at a building designated specifically for this purpose. The special populations these programs serve include gifted and very bright high school students and, in one case, high school dropouts. This type of program is funded by local district general fund monies.

Four ISD's have this type of arrangement for cooperative academic programs in their local districts.

4. Exchange Between K-12 Districts:

An informal or semi-formal exchange of students between two or more local school districts. The majority of these programs operate with no exchange of funds. The balance are funded by per pupil state aid monies. Nine ISD's have this type of approach to cooperative academic programming in their local districts.

APPENDIX B

STATUS OF COOPERATIVE ACADEMIC PROGRAMS AMONG RESPONDENTS

(As Reported on MAISA Survey Instrument)

Intermediate District	Subject Area/Location
Alpena-Montmorency-Alcona	Computer Programming in Science and Math at Alpena Community College.
Bay-Arenac	None
Berrien	Gymnastics (not "regular" Phys. Ed.) between two high schools.
Branch	None
Charlevoix-Emmet	None at present - area-wide committee at work.
Calhoun	None now, but may have programs going in 1983-84. Two possible configurations: 1. Districts - Union City, Athens and Tekonsha (Calhoun ISD), Colon and Burr Oak (St. Joseph ISD); Subjects - Math, Science, Foreign Language, English, Social Studies, Microcomputer Services; Location - Unused elementary bldg. in Union City. 2. Districts - Battle Creek Lakeview, Battle Creek Harper Creek; Courses - Advanced classes plus "difficult to implement" fine arts courses, e.g., orchestra; Location - both districts; districts would "swap" students.
Clare-Gladwin	Math, Science, English, Social Studies, American Literature, Co-op Business, Microcomputers; located at two local high schools and Mid-Michigan Community College (91 students)
Clinton County	None
Copper Country	None now, but are doing an ISD-wide enrollment study which may lead to future cooperative programs.
Delta-Schoolcraft	None at present - the concept has been discussed.
Dickinson-Iron	French; between two high schools.
Eaton	Mathematics; between two high schools.

Intermediate District	Subject Area/Location
Genesee	Microcomputer Programming; located at ISD Office Building.
Traverse Bay Area	Pregnant Persons - all high school courses; located at ISD Vo-Tech Center.
Gogebic-Ontonagon	None
Gratiot-Isabella	Computer Programming/Literacy; between two high schools.
Hillsdale	None
Huron	None
Ingham	Data presently being reviewed for pilot programming in advanced math, science and/or foreign language.
Ionia	No "academic" programs currently operating.
Iosco	Exploring Genesee ISD model now in operation.
Jackson	None now, but two pilot programs being developed for 83-84 in advanced math and advanced writing.
Kalamazoo Valley	None at this time.
Kent	Tried in all areas with very limited success.
Lapeer	Program for gifted seniors - "vocational in nature."
Lenawee	Math, Science, English; at ISD Vo-Tech Center.
Livingston	Superintendents Association task force assigned to start planning.
Manistee	Foreigh Language, Computer Programming; between three high schools.
Marquette-Alger	Bi County High School: Math, General Science, English (Literature and Journalism, Better Reading and Writing), Social Studies, Health, History, Biology. For high school dropouts. Separate school building administered by one K-12 district with four sending districts. (112 students)

Intermediate District	Subject Area/Location
Mason-Lake	Two districts working on it for next year.
Mecosta-Osceola	"Super Saturday Program" - science, foreign language, photography, microcomputers. Ferris State College (112 students)
Menominee County	Math, science, foreign language are possible areas for programming as determined by study.
Midland	None
Monroe	None
Montcalm Area	None
Muskegon Area	Foreign Language, Theatre Arts; administered through academic consortium, six participating districts, at one high school.
Newaygo	None - in the planning stage.
Oakland	(a) Two separate consortia of 2 and 3 districts are planned for 83-84, offering classes in academic areas, including Fine Arts. (b) One district sends students to community education center in another district for "English as a Second Language." (c) One district sends students to another for Alternative Ed. program.
Oceana	None at this time.
Ottawa Area	Districts with open slots open selected programs to neighboring district - no tuition involved.
C.O.O.R.	None
Saginaw	Math, Science, Global Studies, English, Dance, Theatre, Visual Arts, Instrumental & Vocal Music. Saginaw K-12 District Adult Education Center, 10 sending districts. (291 students)
St. Clair County	Just establishing committee to plan and implement program.
St. Joseph County	None
Shiawassee	Math, Science, Foreign Language, English, Social Studies. Three receiving districts with three additional sending districts (six altogether) at high schools.

Intermediate District	Subject Area/Location
Tuscola	None
Van Buren	Physics, Advanced Math, Computer Applications; one receiving district with sending district, located in high school.
Wayne	One Magnet School for Gifted & Talented.
Wexford-Missaukee	Math, Science, Foreign Language - planning only.

Summary of Classes with 11 to 15 Students
1984-85

Regular	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
Algebra	X								
Trig/Calc.								X	
Adv. Math	X			X					
Business Math	X								
Algebra II	X								X
Consumer Math		X							
Fund. Math			X						
Statistics		X							
Latin I								X	
Spanish III						X			
Communication Skills								X	
Speech								X	
English Lit.									X
English Imp.						X			
English I-II									
Economics			X						
Comp. Gov't		X							
Voc & Coop Ed					X				
U.S. History		X							
Geography							X		
Shorthand I	X								X
Health 9									
Child Develop.					X				
Health 10-12									X

BEST COPY AVAILABLE

Summary of Classes with 11 to 15 Students
1984-85

	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
Laboratory									
Art III-IV						X		X	X
Arts & Crafts				X					
Art I					X		X		X
Physics	X(2)	X						X	X
Chemistry II					X	X		X	
Chemistry I								X	
Accounting		X		X					
Office Simulation						X			
Pers. Typing		X							
Typing II						X			
Word Data Processing						X			
Home Ec 9				X					X
Food/Clothing					X		X		
Computer Math	X								
Adv. Computers						X			
Adv. Biology						X			
Biology							X		
Arch. Draft.					x				

Summary of Classes with 11 to 15 Students
1984-85

Shop	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
Machine Shop I								X*	
Voc. Machine								X*	
Adv. Woods		X					X		
Mach. Wood									
Gen Woods/Metals				X		X			
Metals I					X				
Adv. Welding		X							
Small Engines		X							
Totals	8	10	2	5	14	10	5	10	8

*14 student limit

BEST COPY AVAILABLE

Summary of Classes with 6 to 10 Students
1984-85

	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
Regular									
U.S. History									X
World History	X(2)						X		
French II					X		X		
French IV			X						
Gen. Math						X			X
Adv. Math	X								X
Nurses Aide					x				
Mass Media									X
Creative Writing	X								
Composition									X
Laboratory									
Adv. Computers					X				X
Computers	X						X		X
Gen. Bus.		X							
Office Simulation	X						X		X
Comp. Home Ec							X		
Sewing		X							
Physics							X		
Adv. Biology									X
Food & Nut.		X							
Shorthand							X		
Art II					X				X
Drafting		X					X		
Bus. Printing						X			

Summary of Classes with 6 to 10 Students
1984-85

	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
Shop									
Shop 9									
Adv. Shop							X		
Metals							X		
Metals II					X				
Basic Welding		X							
Basic Woods		X							
Small Engines									X
Totals	4	6	1	0	5	2	10	0	11

Summary of Classes with 5 or Fewer Students
1984-85

	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
Regular									
Bi Ling.		X							
French II									X
Bookeeping II									X
Latin II									X
PreCalculus									X
Laboratory									
Drafting				X					
Adv. Shop									X
Bio Chom.				X					
Comp. Home Ec						X			
Food & Nut.		X							
	0	2	0	2	0	1			5

Profile of All Classes 15 or Fewer Students

Class Size	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola	
11-15	8	10	2	5	7	10	5	11	8	6
6-10	4	6	1	0	5	2	10	0	11	3
1-5	0	2	0	2	0	1	0	1	5	11
Totals	12	18	3	7		13	15	12	24	11

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

PHILLIP E. RUNKEL
Superintendent
of Public Instruction

STATE BOARD OF EDUCATION
DR. GUMECINDO SALAS
President
JOHN WATANEN, JR
Vice President
ANNETTA MILLER
Secretary
DR. EDMUND F. VANDETTE
Treasurer
CARROLL M. HUTTON
NASBE Delegate
BARBARA DUMOUCHELLE
BARBARA ROBERTS MASON
NORMAN OTTO STOCKMEYER, SR
GOV. JAMES J. BLANCHARD
Ex-Officio

August 27, 1984

RECEIVED
AUG 29 1984
Copper Country I.S.D.

Dear Superintendent:

As you know, Subsection (1) of Section 21 of the State School Aid Act was amended by Act 239 of the Public Acts of 1984 to provide an additional $28 per pupil in membership aid by increasing the gross membership allowance. Because this provision increases the gross allowance under the membership formula, it applies primarily to in-formula districts. The new statutory provision further requires specific conditions to be met before a district is eligible for the additional $28 per pupil. If a district qualifies, the $28 is received for all pupils in membership, not just those pupils in grades 9 through 12.

It is my belief that the Governor and the Legislature have established a clear statement of public policy concerning improving public education in Michigan. The ultimate purpose of the incentive funds is to increase the number of senior high school pupils enrolled in a sixth period and the number enrolled in academic classes. If the intent simply was to increase the gross allowance, the $28 would have been added to the $300 front end figure without any additional requirements.

Some requirements in the act are specific. For example, a district must provide a minimum of six classes with each class consisting of a minimum of 50 minutes of classroom instruction. Other provisions require some definition by the Department of Education. For example, the phrase "makes available" must be defined. Eligibility guidelines are attached that spell out the specific requirements that must be met in order for a district to qualify for the additional $28 per pupil.

In order to qualify for the additional aid in 1984-85, there is a minimum requirement that 20 percent of the district's pupils in grades 9 to 12 be enrolled in the sixth period. There also are percentage requirements relating to the minimum number of pupils taking specific classes. The Department will be collecting data in order that we may meet the March 1, 1985 statutory requirement directing the Department to make recommendations for changes in the percentage requirements and other provisions affected by the amendments to Subsection (1) of Section 21.

Some districts may have difficulty in meeting the requirements that are not specifically required by statute. This may occur because of the lack of time for implementation before the beginning of the 1984-85 school year. Thus, there is a waiver provision for 1984-85 covering those requirements that are not specific statutory requirements.

The law further requires each local board of education to submit a board resolution indicating it is in compliance with the statutory requirement relating to the additional $28 per pupil membership aid. This resolution must be submitted to the Department no later than October 1, 1984. To assist you in meeting this requirement, a model local board resolution is included.

All of the requirements relating to the additional $28 per pupil membership aid will be determined on the fourth Friday following Labor Day, which is the official pupil membership count day. For 1984, the count date is September 28, 1984.

Sincerely,

Phillip E. Runkel

Attachments

GENERAL CRITERIA FOR ELIGIBILITY FOR $28.00 ADDITIONAL PER PUPIL
SECTION 21, STATE SCHOOL AID ACT

CLASSROOM INSTRUCTION TIME (Section 21 (1) (A)

Classroom instruction time is the time that pupils in grades 9-12 spend under the direction of a certificated teacher. Passing time between classes, lunch periods, and study halls shall not count as classroom instruction time. The time that a pupil in grades 9-12 spends in activities for which credit is not given shall not count as instruction time.

MINIMUM INSTRUCTION TIME AND PUPIL PARTICIPATION (Section 21 (1) (A)

Minimum instruction time and classroom participation for pupils in grades 9-12 shall be:

(1) Not less than six (6) classes of at least fifty (50) minutes of classroom instruction each, or,

(2) A minimum of six periods totaling not less than three hundred (300) minutes of classroom instruction.

(3) The goal for the number of pupils being enrolled in not less than six (6) classes and receiving a minimum of three hundred (300) minutes of instruction is 20 percent for 1984-85.

(4) Except as provided below, if the 1984-85 goal of 20 percent is not reached, the district is ineligible for funding. At this time, goals have not been established for 1985-86 and 1986-87. Data will be collected during 1984-85 in order to make recommendations to the Legislature concerning possible percentage increases for 1985-86 and 1986-87.

(5) If the district provides transportation, it must be provided for all pupils who participate in a six (6) hour or three hundred (300) minute day, and extra-curricular activities must take place after the 300 minutes of classroom instruction are completed.

(6) Parents of students must be notified in writing that the district is providing a six (6) hour day.

AVAILABILITY OF INSTRUCTION PROGRAM (Section 21 (1) (B) through (G))

An instructional program is considered to be available when a substantial percentage of a district's pupils, grades 9-12, are actually enrolled and receiving instruction. When adjusted for the various academic areas identified in Section 21 of the State Aid Act, pupils in grades 9-12 shall be enrolled in classes in the percentages listed below:

	1984-85
English	40%
Mathematics	30%
Science	30%
Social Studies	30%
Foreign Language Fine or Performing Arts Vocational or Practical Arts	20%
Health or Physical Education	10%

WAIVER PROVISION

Because this is the first year of the program, some districts may have difficulty in meeting the requirements relating to transportation, providing extra curricular activities after the sixth period, the 20 percent pupil participation requirement and the percentages relating to the availability of an instruction program. For 1984-85, a district may apply to the Superintendent of Public Instruction for a waiver of any of these provisions.

RESOLUTION ON PROVIDING CLASSROOM INSTRUCTION TIME AND ACADEMIC REQUIREMENTS OF SECTION 21, STATE SCHOOL AID ACT

RESOLVED, that the board of education of the ______________________ certifies to the fact that it makes available to all pupils in grades 9 through 12, inclusive, who attend classes in the same building, all of the following:

(A) Six classes of at least 50 minutes of classroom instruction for a total of not less than 300 minutes of classroom instruction each day school is held.

(B) Four years of English.

(C) Three years of Mathematics.

(D) Three years of Science.

(E) Three years of Social Studies.

(F) Two years of:

  (1) A Foreign Language

  (2) Fine or Performing Arts

  (3) Vocational Education or Practical Arts

  (4) Or, any combination of the above.

(G) One year of Health, Physical Education, or both.

RESOLVED, that transportation is provided for all pupils who partipate in a six (6) hour day*, and be it further

RESOLVED, that the parents of students have been notified in writing that the district is providing a six (6) hour day.

*Required if district provides transportation.

DATE: ______________________ SIGNATURE ______________________
Secretary, Board of Education

Number Responding, 45

STUDENT LEADERSHIP FORUM

(ACADEMIC COOPERATION BETWEEN SCHOOLS)

November 19, 1984

SURVEY

1. Are there any courses that you would like to take that are not presently offered in your school? No(7) Yes (38)

Please list in priority order.

(23) Foreign Lang.
Orchestra
(6) Computers
(5) Art
Vocational

(4) Biology III
(2) Calculus
Shorthand II
(2) Chemistry

(2) Creative Writing
Jazz
Media Communications
Sports
Law Enforcement

(2)Drafting
First Aid
Swim Team
More Academics
Space Tech.
Music Theory

2. A. Would you be willing to go to another high school for a class?

YES 43 NO 2

B. Would you be willing to attend a class at a central location? Example: Intermediate School District

YES 38 NO 7

C. Would you be willing to attend a class at an institution of higher education? Example: Michigan Technological University or Suomi

YES 43 NO 2

D. Would you be willing to share a class through telecommunications? Example: T.V.

YES 37 NO 9

3. Comments:

Wouldn't take tv seriously
(4) Need one to one relationship w/teacher.

(3) This is better than consolidation.
No school has an orchestra.

(2) Contact with different people would be good.
Difficult to be the only person going to another school for a class.
Too much time could be spent on the bus.

Summary of Course Sharing Possibilities
1984-85

Y=Do, Have and Desire to Share
N=Don't Have but Desire to Share

*one of these classes is of top priority

Courses	Adams	Baraga	Calumet	Chassell	Hancock	Houghton	Lake Linden	L'Anse	Osceola
Regular									
Spanish	*◇Y		Ⓝ	*◇N				□N ○	Ⓝ
French	*◇Y	Ⓝ	Y	◇N	Y	◇N	Y	□N ○	□Y
French III					Y		Ⓝ	□N ○	□Y
German			Y	*◇N				□N ○	
Eng. III & IV					Y				
Speech								Y	
Statistics		Y							
Creative Writing	Y								
Senior Math	Y				Y				Ⓨ
Adv. Math	Y				Y				Ⓨ
Govt.					Y				
Calculus		Ⓝ	Y				Ⓝ		Ⓨ
Economics					Y				
Geometry			Y						
Gymnastics									
J ROTC			Y						
Phy. Ed.									Ⓝ
Laboratory									
Shorthand II	Y							Ⓝ	
Shorthand I					Y			Y	Ⓨ
Senior Office Practice	Y	Ⓝ							Ⓨ
Junior Office	Y								Ⓨ
Bookkeeping									Y
Adv. Accounting						Ⓝ			Ⓝ
Accounting		Y							
Adv. Computer						Y			
Apex (Vocational)			Y		Y				
Chemistry II		Ⓝ	Ⓝ	Ⓝ	Y	Y	Ⓝ	Y	Ⓝ
Physics	Y	Y			Y		Y	Y	Ⓨ
Adv. Bio-Chem.			Ⓝ		Y		Ⓝ		Ⓝ
Chemistry	Y				Y		Y		□Y
Computers								Y	
Math Computer	Y								
Art (Drawing)	◇N								
Art II & III						Y			
Adv. Drafting			Y		Y				Ⓝ
Foods		Y							
Adv. Foods			Y				Y		
Adv. Clothing			Y				Y		
Vocal Music		Ⓝ							
Shop									
Adv. Shop		Ⓝ							
Metal Shop			Y	Y			Y		Ⓝ
Adv. Metals					Y				
Wood Shop			Y				Y		
Adv. Woods					Y				
Building Trades						Y	Y		Ⓝ
Adv. P.E.		Y							

D-7

◇(to meet State Department of Education standards)
○(to meet University of Michigan standards)
□(to meet N.C.A. standards)
◯(to add to comprehensivess of local curriculum)

SUMMARY OF SMALL CLASSES IN HIGH SCHOOLS
COPPER COUNTRY
1984-85

Class	Number of Students in Class		
	5 or less	6-10	11-15
Lang. Arts			
Commun. Skills			1
Speech			1
Eng. Lit.			1
Eng. Imp.			1
Mass Media		1	
Creative Wrtg.		1	
Composition		1	
Mathematics			
Pre Calculus	1		
Calculus	1		
Algebra			1
Trig/Cal			1
Adv. Math		2	2
Algebra II			2
Business Math			1
Consumer Math			1
Statistics			1
Gen. Math		2	
Foreign Lang.			
French II	2	2	
French IV		1	
Latin I			1
Latin II	1		
Spanish III			1

Class	Number of Students in Class		
	5 or less	6-10	11-15
Science			
Physics		1	4
Adv. Biology		1	1
Bio/Chem	1		
Chem II			3
Chem I			1
Biology			1
Social Studies			
US Hist.		1	
World **Hist.**		2	
Economics			1
Govt.			1
Geography			1
Computers			
Computers		3	
Adv. Comp.		2	1
Computer Math			1
Home Economics			
Comp. Home Ec.	1	1	
Sewing		1	
Food & Nut.	1	1	
Home Ec. 9			2
Food/Cloth			2

SUMMARY OF SMALL CLASSES IN HIGH SCHOOLS
COPPER COUNTRY
1984-85

Class	5 or Less	6-10	11-15
Business			
General Business		1	
Acctg.			2
Pers. Typ.			1
Typing II			1
Shorthand		1	2
Off. Simulation		3	1
Word Process.			1
Bookeeping II	1		
Art			
Art I			3
Art II		2	
Art III & IV			3
Arts/Crafts			1

Class	5 or Less	6-10	11-15
Shop			
Drafting	1	2	1
Basic Woods		1	
Adv. Woods			2
Woods/Metals			2
Adv. Shop	1		
Mach. I			1
Voc. Mach.			1
Metals I		1	1
Metals II		1	
Basic Welding		1	
Adv. Welding			1
Small Engines		1	1
Other			
Nurses Aide		1	

Subjects with Highest Interest for Sharing Among All School Districts

1. French

   Small Classes
   - 2 with 6 - 10 students
   - 2 with less than 5 students

   Desire to Share
   - 4 do not have it, but desire to share
   - 5 do have it and desire to share

   Priorities
   - 3 list it to meet State standards
   - 1 list it to meet U. of M. standards
   - 2 list it to meet NCA standards

2. Advanced Chemistry

   Small Classes
   - 3 with 11 - 15 students

   Desire to Share
   - 5 do not have it, but desire to share
   - 3 have it and desire to share

   Priorities
   - 5 list it as adding to comprehensiveness of local curriculum

3. Physics

   Small Classes
   - 1 6 - 10 students
   - 4 11 - 15 students

   Desire to Share
   - 6 do have & desire to share

   Priorities
   - 1 lists it as adding to comprehensiveness of local curriculum

4. Advanced Mathematics

   Small Classes
   - 2 11-15 students
   - 2 6 - 10 students

   Desire to Share
   - 3 do have and desire to share

5. Computers

Small Classes
3 6 - 10 students
3 6 - 10 (advanced computers) students

Desire to Share
1 has and desires to share
1 has and desires to share (advanced computers)

6. Shorthand

Small Classes
2 11 - 15 students
1 6 - 10 students

Desire to Share
3 have and desire to share

Priority
1 priority to add to comprehensiveness of program

7. Office Simulation

Small Classes
1 11 - 15 students
3 6 - 10 students

Desire to Share
2 have and desire to share
1 does not have, but desires to share

Priority
2 priority to add to comprehensiveness of program

8. Art

Small Classes
3 11 - 15 students (Art I)
2 6 - 10 students (Art II)
3 11 - 15 students (Art III)

Desire to Share
1 does not have but desires to share

Priority
1 to meet State of Michigan standards

9. Drafting

Small Classes
- 1 11 - 15 students
- 2 6 - 10 students
- 1 less than 5 students

Desire to Share
- 2 have and desire to share
- 1 does not have and desires to share

Priority
- 1 to add to comprehensiveness of program

10. Metals

Small Classes
- 1 11 - 15 students
- 1 6 - 10 students
- 1 6 - 10 students (Metals II)

Desire to Share
- 3 have and desire to share
- 1 does not have but desires to share

Priority
- 1 to add to comprehensiveness of program

MEMO

TO: High School Principals

FROM: Lyle Bruss

DATE: December 21, 1984

Enclosed are requests for clarification of the information that was distributed at our December 20, 1984 meeting on the sharing study for schools in the Copper Country.

Please complete the following and return the sheets to Donald Heikkila by Friday, January 4, 1985.

A. Enrollment Projections. Make any corrections or pose any questions.

B. Daily Time Schedule

1. Make any additional corrections.
2. Give comments in regard to the possibilities and problems you would anticipate in moving from a 6 period to a 7 period day or from a 7 period to a 6 period day, depending on what you presently have in your school.

C. Course Sharing Possibilities

1. Make any additional additions or deletions.
2. Encircle the N's which are "Don't have, but desire to share" as follows:

◇ 1st Priority (to meet State Department of Education standards)
○ 2nd Priority (to meet University of Michigan standards)
□ 3rd Priority (to meet N.C.A. standards)
◌ 4th Priority (to add to comprehensiveness of local curriculum)

D. Classes With 11-15, 6-10, and Less Than 5 Students. Make any corrections.

I appreciated the meeting with you and am encouraged by your interest and willingness to develop this study. If you have any concerns, please call me at (414)465-2480.

We will plan to see you at 1:00 p.m. on Thursday, January 24.

LB/pf

COOPERATIVE ACADEMIC PLANNING MEETING SUMMARY
December 20, 1984

MEMBERS PRESENT:

Adams: Pat Rozich
Baraga: Sally Narhi
Calumet: Don Hon, Ray Tiberg
Chassell: John Vaara
Hancock: Gordon Barkell
Houghton-Portage: Dennis Harbour
I.S.D.: Don Heikkila, Paul Ollila, William D. Mannisto
L'Anse: Jim Mattson
Osceola: Harvey Filppula

Meeting began at 1:08 p.m.

Districts updated Lyle Bruss with dates of building construction: Houghton-Portage 1928; Baraga 1983; Adams 1908 with addition in 1930s.

Next meeting date is set for 1:00 p.m. on January 24 to preview plan and reconvene in February.

Lyle Bruss reviewed packet and summarized projected enrollments. No comments or objections from group.

Lyle Bruss discussed a concept of a central core and two satellites. Data included projected enrollments.

Discussion was held on daily schedules. Reaction to flexibility and problems related to changing schedules (Dr. Bruss asked the group to respond to changing in writing).

Comments Regarding Changing Schedule:

Hancock: Would need additional staff to go from 6 to 7 hour day.
Adams: Need additional staff to change from 8 to a 6 or 7 hour day.
Lake Linden: Need additional staff to reduce schedule. Staff sees this change as a negotiable item.

Sally Narhi (Baraga) brought up a concern regarding possible parent objection to students traveling twice...once to home school then to shared class and returning again.

High School Staff Summary Review:

Lyle Bruss updated with districts. Don Hon indicated the groupings of age groups will greatly effect the breakdown of staff in ten years, though possibly not at this time.

Course Sharing:

Gordon Barkell provided Hancock information for chart. Apparently left out.

Low Enrollment Classes:

Lyle Bruss asked that this information be updated. Several people reacted to the data...surprised with the number of low enrollment classes.

Student Forum Survey Reviewed:

Lyle Bruss discussed and summarized William Mannisto's student forum survey data.

Gordon Barkell shared past experiences in cooperation with Houghton in Language Lab, which was not successful due to student resistance. Pat Rozich said he had tried this year and it did not work due to student resistance at last minute.

Gordon Barkell reacted to the successes of Special Education and Vocational Education over the past few years.

Lyle Bruss reviewed information from Suomi College study regarding numbers going to college--no reactions.

Dr. Bruss reviewed several state program sharing district reports: Kent I.S.D., Flint, Adrian, and Goodrich I.S.D.. There was no major reaction to the above studies.

Questions and Answers on Past Sharing at Local Level:

Lake Linden and Dollar Bay shared industrial arts and business education programs. No problems. Canceled due to lack of enrollment this year.

Houghton and Hancock shared French and Spanish. Were successful for a year, then failed. Tried to share teacher; this became a problem. Co-op work coordinator in 1960s was successful. Attempted with Adams; however, students would not leave Adams when the course began.

Lake Linden and Calumet have discussed cooperative programs frequently, but were not able to work out schedules.

Lyle Bruss asked Gordon Barkell why cooperating won't work. Gordon's response was that there is no desire to do it. There needs to be a real effort. It would be better to go a block of time with additional classes besides the one needed. Gordon added that sharing must be a two-way venture by both (all) districts. A single person moving to a new environment is difficult.

L'Anse and Baraga are currently sharing an Indian program and coordinator. Also nurse aide training;had shared chemistry in the past. Jim Mattson pointed out that schools should send students both ways-between L'Anse and Baraga. Sally Narhi indicated that the fears should not relate to "buildings" due to sporting events and their influences.

Centralized Summer School:

Possibility needs to be investigated. Jim Mattson pointed out a need for principals to visit each other's districts to help bridge the concerns and become comfortable with neighboring districts.

Dr. Bruss provided three thoughts for sharing.

1. Provide ownership to local districts in sharing plan.
2. Identify quality educational programs wherever they exist--in or out of district.
3. Provide maximum opportunities for students to want to participate through cooperative planning.

Reactions to above:

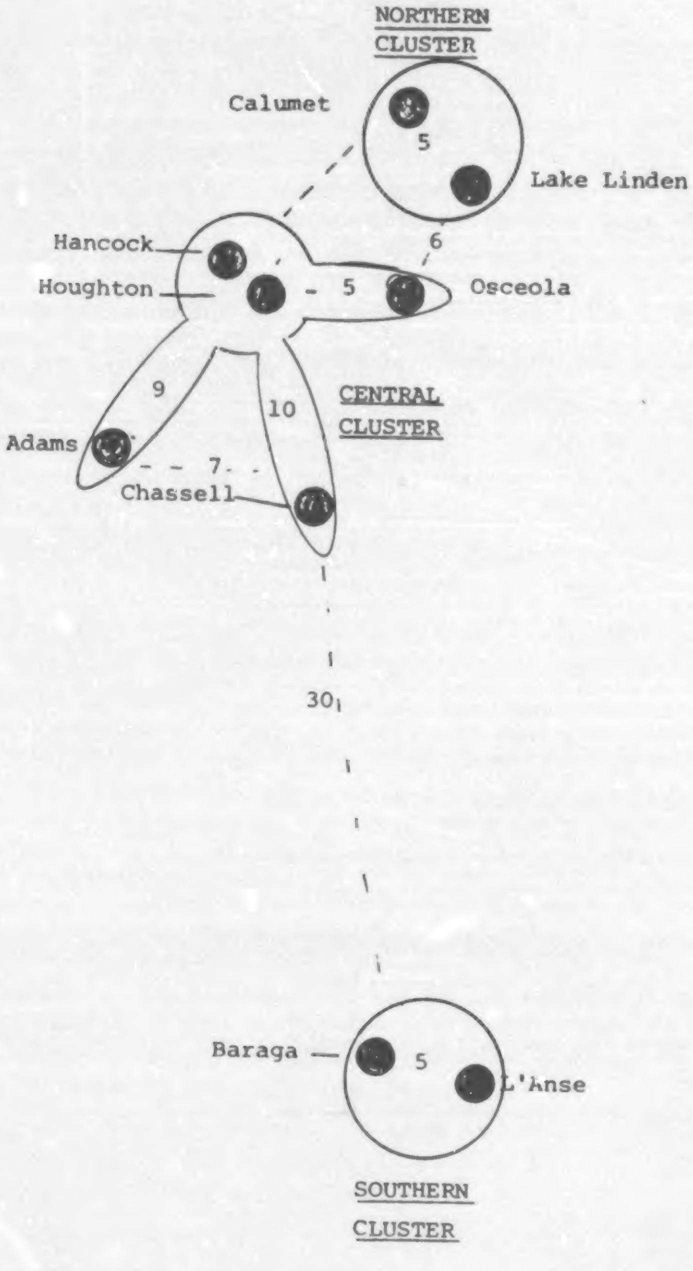
How do you provide ownership? Establish committee with 2 students, 2 teachers, 2 parents and Board to discuss and plan.

Henry VerBerkmoes indicated that he would need defined objectives to carry out committee assignment.

How can the quality of a program be judged? 1. teacher, 2. course content, 3. facility, 4. equipment.

Meeting concluded at approximately 3:15 p.m.

SECONDARY SCHOOLS
COPPER COUNTRY


NORTHERN CLUSTER
Calumet
5
Lake Linden
6
Hancock
Houghton
5
Osceola
9
10
CENTRAL CLUSTER
Adams
7
Chassell
30
Baraga
5
L'Anse
SOUTHERN CLUSTER

Subjects with High Potential for Sharing
By Clusters

	SOUTHERN				CENTRAL										NORTHERN			
	Baraga		L'Anse		Adams		Houghton		Hancock		Chassell		Osceola		Lake Linden		Calumet	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
French		Ⓝ		□N	◇			◇	Y			◇N	□Y		Y		Y	
Adv. Chim.		Ⓝ	Y				Y		Y			Ⓝ		Ⓝ		Ⓝ		Ⓝ
Physics	Y		Y		Y				Y				Ⓨ					
Adv. Math					Y				Y				Ⓨ					
Shorthand									Y				Ⓨ					
Art						◇N	Y											
Adv. Draft.									Y					Ⓝ				
Metals														Ⓝ	Y		Y	
Senior Math					Y				Y				Ⓨ					
Calculus		Ⓝ											Ⓨ			Ⓝ	Y	
Adv. Bio. Chem.									Y					Ⓝ		Ⓝ		Ⓝ
Chemistry					Y				Y				Y					
Adv. Foods															Y		Y	
Adv. Cloth.															Y		Y	
Woods															Y		Y	
Bldg. Trades							Y							Ⓝ				

Y = Do Have and **Desire to Share**

N = Don't Have but Desire to Share

Priorities

◇ State Standards

□ NCA Standards

○ U. of Mich. Standard

◯ Comprehensiveness of Program

Responses to the 4 Questions

CLUSTERS

1. Is there a possibility that sharing could take place in your cluster?

	North	Central	South
1.	Yes	Yes	Yes
2.	*Adv. French	*French (Osceola & Hancock)	*French I
	Adv. Chem.	*Adv. Chem	Adv. Chem.
	Adv. Biology	Adv. Biology	
	Physics	*Physics (Hancock & Osceola)	Physics
	Bio-Chem	*Spanish (Houghton)	*Trig
	*Calculus		*Calculus
	Art	*Art I & II (Houghton, Hancock, Osceola)	
	Vocal Music	*4th Year Math (Houghton, Hancock, Osceloa)	*Adv. Math
	Bldg Trades	Chem I	*Finnish
	Business		Welding
	Home Economics		Machine
	*ROTC		Adv. Drafting
	*Adv. Computers	Adv. Computers (Houghton)	

(Most of the offerings are available in Hancock & Houghton. Hancock would consider sharing both ways while Houghton would probably only consider students coming to them from other schools.)

* Highest Possibilities for Initiating Sharing

3. What would be constraint for sharing to take place in your school district in 1985-86?

Course descriptions are needed so comparable courses content can be identified for scheduling.

Schedules for students and teachers need to be shared for joint scheduling.

Time schedules need to be coordinated

Transportation and loss time must be considered

Financial arrangements

Master contracts and agreements

Tenure considerations for staff that might be shared with another school district

Attitude of teaching staff, students and community

Change in existing teaching responsibilities or job security due to sharing

Changes in employment of people

4. Advantages of Sharing Among Schools

Advanced course offerings

Enrichment of program

Better delivery system for programs

Better use of human, facility and financial resources

Social integrating with other schools

Adjustments to sharing will be beneficial for students in making the transition to college

Other educational programs will have better appeal for public relations if if sharing is successful

Opportunities for smaller schools to have access to programs of the larger schools

Possibility of hiring more state funds available

Disadvantages of Sharing Among Schools

Public perception of what the intents of the sharing - this might be a preliminary study for consolidation

Provincialism - the feeling that each school district has the best school system

Old wounds and battle scars

Possibility of mixing of students in grades 11 & 12 with those in grades 9 & 10 in the same classes -- social problems

Perception by students who take sharing opportunities that they are 2nd class citizens or orphans because they need to travel (feeling of being less capable or rural vs. city depending on courses to be shared)

Loss of employment for school district personnel

May lead to the identification of more serious problems such as, students may evaluate home school district as they go to other school districts -- this may expose weak staff members or programs because they'll expect more.

Tendency for larger schools to send to smaller schools is not very great

May present new items in negotiations

Transportation of student

University of Wisconsin-Green Bay
2420 Nicolet Drive, Green Bay, Wisconsin 54301-7001
School Services Bureau

February 6, 1985

TO: Principals and Superintendents of Copper Country Schools

FROM: Lyle R. Bruss

In reviewing the results your January 31, 1985 meeting and thinking about how our February 21, 1985 meeting can be most productive, I would like to build on an idea that came from the Southern cluster. Their idea is to meet in early February and discuss scheduling possibilities of shared programs and teachers for 1985-86. (They are also including their guidance people in this meeting.)

Using this idea, I would appreciate each cluster meeting prior to February 21 to focus in on what could be shared in 1985-86 -- teachers, classes, etc. -- among your schools. Also, you hopefully could report the time of day and any other scheduling considerations you identify.

I would also like to ask Bill, Paul and Don to take the initative to arrange the meeting for each cluster that they were in on January 31. In this way they can provide a communication linkage across the clusters. For instance, if one cluster only needs 4/5 of a teacher then perhaps another cluster could use the teacher for 1/5.

I would like to thank all of you for your interest and effort in this venture. It's been great working with you and your permitting me to be of service. As you get any thoughts or suggestions, please call me at the University of Wisconsin School Services Bureau (414) 465-2480.

LRB/glt

Enclosure

cc: Bill Mannisto
Paul Ollila
Don Heikkila

MEMO

TO: Principals of High Schools in the Copper Country

FROM: Lyle Bruss

DATE: January 15, 1985

I am reviewing the possibilities of sharing academic programs among the high schools in the Copper Country. There are problems that have been identified in the experiences of other school districts that have attempted sharing. Two of these problems might be alleviated by scheduling some of the classes to be shared on a two-hour semester basis rather than a one-hour year basis. This type of scheduling should serve to reduce the problems of:

1. Students fearing to take classes in other high schools due to their entering a strange environment with unfamiliar students and teachers. (A semester commitment may also serve as an encouragement.)

2. The travel time and scheduling for one class.

Realizing that you would need more complete information from which to make a definite decision, I would appreciate you sending responses to the following questions to the Copper Country Intermediate School District by January 18, 1985.

……

COOPERATIVE ACADEMIC PROGRAMMING
SCHEDULING SURVEY
January 1985

1. Do you feel that you might arrange the class schedule of students in your school to attend two-hour semester classes if your students traveled to another school? Yes _____ No _____

2. Do you feel that you could arrange the schedule of some teachers and classes in your school so students from other schools could attend two-hour semester classes? Yes _____ No _____

3. Which subjects might you be willing to do this with in 1985-86?

Please return to:

Donald J. Heikkila
Copper Country I.S.D.
602 Hecla Street, P.O. Box 27
Hancock, MI 49930

Copy t W.D.H.

COOPERATIVE ACADEMIC PROGRAMMING
CLUSTER MEETINGS

NORTH END:

Attending: Ray Tiberg, Hank VerBerkmoes, & Paul Ollila, on 2/18/85.

French III - students from Lake Linden to Calumet. Hank will determine the numbers to see if this is feasible for 1985-86 school year. Both districts feel this is a real possibility.

ROTC - Hank will take time to discuss with his Board. Ray offered to have an ROTC instructor go to Lake Linden and explain the program to students. Ray will determine a cost factor and send to Hank.

Both districts would like to explore more deeply their arts program and sharing of teachers. Vocal music was also discussed. Both districts have no vocal music program at present time - both have an interest in getting started.

Advanced Foods Class - also discussed as a possibility of sharing.

Calculus - for the 1986-87 school year with Lake Linden students going to Calumet appeared to be a possibility for sharing.

French III and ROTC have possible sharing for the 1985-86 school year.

CENTRAL CLUSTER:

Attending: Gordon Barkell, Oliver Rosseau, Harvey Filppula, Pat Rozich, Ed Huls, Dennis Harbour, & Paul Ollila, on 2/18/85.

The question that needs to be answered is a tenure concern: Does a part-time teacher acquire tenure in each district? Paul Ollila to call state department for an answer. Call to tenure commission - they will send a copy of the ruling. Basic factors that are considered by tenure commission in determining if a teacher has tenure or not: Who pays the teacher? (less important); who hires and fires?; whose work is being done?; & who supervises? It is possible for a teacher to have tenure in more than one district.

French - appears to be a foreign language that could be shared by Hancock, Houghton & Adams. Chassell has Finnish only at present. Dollar Bay has their own French teacher. Houghton could possibly take a few students into their Spanish program.

Central location for an area-wide program was discussed. Should the CCISD operate a French language program, or possible arts program, for area schools.

At this time the school districts do not have the number of students that desire foreign language, or art. By the end of March, Houghton, Hancock & Jeffers should have realistic numbers.

ROTC was discussed - program between Hancock and Calumet. Hancock feels that they need more time for groundwork on ROTC program.

Hancock indicated to Dollar Bay that individual students needing individual classes would be available to them.

COOPERATIVE ACADEMIC PROGRAMMING
CLUSTER MEETINGS

SOUTH END:

Attending: Ken Hammerberg, Gordon Newland, Dr. Sally Narhi, James Mattson, Tom DesRochers, and Don Heikkila, on 2/18/85.

Dr. Narhi shared detailed course descriptions of Baraga's high school curriculum with the group. After some comparison of L'Anse and Baraga course descriptions, Sally reported there were more similarities than differences between both. Example: Though calculus is not offered in Baraga, the content (according to L'Anse' description) is available in the existing curriculum.

Baraga's statistics course is of interest to L'Anse. This could broaden L'Anse's math curriculum. Some concern was expressed over it being a one-semester course. Sally indicated she could foresee a possibility of adding a solid geometry course, thus making two advanced math courses available. She will investigate.

Ken Hammerberg asked about the type of computer instruction available in L'Anse and whether the lab is available for instruction during the day. This could allow for more computer classes (such as elementary/junior high) as well as a possible math course via computer, if the appropriate staff member is available.

L'Anse will add a foreign language this fall (German, Spanish or French). Ken Hammerberg asked if the districts could jointly hire or work together on utilizing this individual. Could possibly offer a first year at both districts (teacher travel to each district) and offer a combined second year (students travel). This would allow for a decreased enrollment in second year.

Ken Hammerberg indicated Baraga has a fine physical education facility available for advanced P.E. (i.e., weight machine). A class in physical dynamics could be opened to L'Anse students. This would make available a fine community resource (new gym) available to both districts. In turn, Baraga students could possibly take advantage of L'Anse's industrial education facility by taking machine shop at L'Anse. Both will investigate this possibility.

Baraga indicated there is an interest in Chemistry II (Baraga does not offer Chemistry II) at L'Anse if the scheduling could accommodate student travel. L'Anse indicated a change is possible as long as they (L'Anse) know by March for scheduling.

Driver education came up as a possible course to combine. This could allow for more efficient use of teachers and autos as well as reduce the demand on the regular schedule. The possibility of offering through Community Schools during the summer could also be investigated. The group was asked to list tentative cooperative offerings for fall (or when possible). They are listed below.

1. Foreign Language - jointly hiring a staff person this fall.
2. Advanced Chemistry - Baraga send to L'Anse - tentative this fall.
3. Statistics - L'Anse to Baraga - tentative this fall. Sem. Course
4. Advanced P.E. - L'Anse to Baraga - tentative this fall.
5. Machine Shop - Baraga to L'Anse - tentative this fall.
6. Driver Education - joint study.

Don Heikkila was asked to find out the various ways to hire staff and investigate the impact of master agreements as well as tenure laws on such employees. The alternatives should include the possibility of I.S.D. hiring and "selling" services to L.E.A.s.

Western Upper Peninsula
Planning & Development Region

P.O. BOX 365 HOUGHTON, MICHIGAN 49931
PHONE 906 - 482 - 7205

October 29, 1984

Mr. Lyle Bruss
University of Wisconsin
Green Bay, WI 54301

Dear Lyle:

The day after you visited our office, the enclosed population projection material arrived in our office. We have not reviewed it for any local input to determine accuracy.

We have identified several agencies which share services within Houghton County and in some cases more than one other county in our six county region (Planning Region 13).

Portage Lake Sewer-Water Authority
Adams Township-Village of South Range Sewer & Water Authority
Houghton Water Department
Houghton County Airport
Calumet and Portage View Hospitals
Copper Country Chamber of Commerce
Western U.P. Health Department; U.P. Health Systems Agency
Western U.P. Planning and Development Region
Michigan Employment Security Commission
Houghton Social Services Department
Health and Human Services, Division of Social Security
Calumet-Laurium-Keweenaw Chamber of Commerce
Houghton County Department of Public Works
Houghton County District Court - 97th
Friend of the Court
Houghton County Medical Care Facility
Office of Emergency Measures
Houghton County Sheltered Workshop
Barbara Gundlach Home for Abused Women

I'm sure we've missed some and some of the above may not be relevant. Hope it helps.

Sincerely,

F. J. Cole,
Executive Director

FJC/mat

Enclosure

YESM!CH!GAN

STATE PLANNING & DEVELOPMENT REGION 13

Copper Country Intermediate School District

(Baraga, Houghton and Keweenaw Counties)

BOARD OF EDUCATION

Wallace A. Keskitalo, President
Bernard W. Carr, Vice-President
Arthur E. Simila, Treasurer
James G. Bennetts, Trustee
John J. Gagnon, Trustee
David J. Hill, Trustee
Norman E. Norgard, Trustee

ADMINISTRATIVE STAFF

William D. Mannisto
Superintendent
Paul G. Ollila
Assistant Superintendent
Director of Special Education
Dale H. Penny
Principal – Learning Center
Donald J. Heikkila
Administrative Assistant
Robert E. Townsend
REMC Region 1 Director
Marion E. Verran
Business Manager

March 8, 1985

MAR 11 1985

MEMO

TO: Dr. Lyle Bruss

FROM: William D. Mannisto, Intermediate Superintendent

RE: New Law Permitting School Districts to Establish Vocational-Technical Consortiums

At the time of this writing H.B. 4113 has passed the House and is in the Senate Education Committee. This Bill would allow two or more contiguous local school districts to establish Vocational-Technical Consortiums if such a proposal has failed in an intermediate-wide election. There is additional language proposed circumventing contiguity if one school district, located in between two districts desiring to form a consortium, is blocking attempts to form a consortium. The Bill also removes the 12,000 minimum membership requirement.

In forming a consortium, Copper Country Schools would become eligible for State funds for facilities and equipment on a 50% match.

SERVICE CENTER -- 602 Hecla Street, P.O. Box 27, Hancock, Michigan 49930-0027 Telephone (906) 482-4250
LEARNING CENTER – 600 Hecla Street, P.O. Box 209, Hancock, Michigan 49930-0209 Telephone (906) 482-7260

3/6/85

NAME ______________________________

DISTRICT ___________________________

1. Would your district be interested in participating in a cooperative shared-time French class in the fall of 1985?

_____ Yes _____ No

2. Indicate your preference for the level of instruction in a cooperative French program.

_____ French I _____ French III

_____ French II _____ All of the above

3. The location of the French class should be in:

_____ Hancock High School

_____ At the ISD

_____ Circuit rider teacher to meet in selected local buildings.

4. Indicate the preferred time of day for French to be offered to your districts' students.

_____ A.M. _____ P.M. _____ Either

5. How many students would you send?

_____ French I _____ French II _____ French III

6. Costs for a cooperative program have not been calculated, however, please indicate the point at which costs would become prohibitive.

Per Capita Costs

_____ $400 + per year

_____ $500 + per year

_____ $600 + per year

_____ $700 + per year

_____ $800 + per year

COMMENTS:

Michigan Technological University

Houghton, Michigan 49931

Office of Admissions
906/487-2335

February 11, 1985

FEB 13 1985

Mr. Lyle Bruss
School Services Bureau
LLC Plaza
University of Wisconsin-Green Bay
Green Bay, WI 54301

Dear Mr. Bruss:

Please forgive the long delay in responding to your request for information pertaining to policies for students who wish concurrent enrollment in high school and college. I had an urgent federal compliance report to complete before getting to your request.

The position Michigan Technological University takes regarding the issue you raise is as follows:

1) We strongly support a high school policy which permits academically superior students to take courses at a local college while the students are still enrolled in high school.

2) We believe the high school counselor or principal should provide the college with a letter which approves such concurrent enrollment for any student, and the high school should provide a special code on the application for admission form to reflect this student status.

3) The high schools should establish a written statement regarding the policies and procedures for such early enrollment.

Enclosed are copies of items you may use as guidelines in developing policies for secondary schools in your area.

Please contact me again if I may be of any further assistance to you.

Sincerely,

Ernest R. Griff

Ernest R. Griff
Director of Admissions
and School Services

mab
enclosures

Michigan Technological University is an equal opportunity educational institution/equal opportunity employer.

THE SECONDARY SCHOOL - COLLEGE RELATIONS COMMITTEE
A Joint Committee of
THE MICHIGAN ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
and
THE MICHIGAN ASSOCIATION OF COLLEGE REGISTRARS AND ADMISSIONS OFFICERS

MACRAO

Executive Secretary
ROBERT E HALL
Bureau of School Services
The University of Michigan
401 S. Fourth St. at W. William
Ann Arbor, Michigan 48103
313 769-5497

EXECUTIVE ASSISTANT
ILA HAYES

February 18-19, 1977 -- Minutes

Mt. Pleasant Holiday Inn

PRESENT: Gerald Bennett, James Overly, George Klaeren, George Aune, Bruce Rank, Pete Storey, Lynn Watts, Fredrick Vandenberg, Michael Paparella, Jack Selbold, Karl Sommerville, Claude Thomas, Lloyd Peterman, Ila Hayes, Karl Walker

A report was given regarding the recent activities of MACRAO. Much concern has been raised about College Night presentations. Thought has been given to alternatives of the actual College Night program.

Much concern has been expressed on the types of freshman feedback is given to the high school, as well as concern on how that feedback is used. Usually, the information that the high school receives is used to improve curriculum practices of that high school. The recent decline in Freshman - Counselor Conferences has been due, in part, to the expense of high schools sending a counselor to the college for these conferences -- especially, when few students are in attendance.

Some colleges and universities are now trying to use a "common" type of application to help individuals fill out similar applications. However, problems arise when different schools need different information. Some "out-state" universities are using a "common" application -- however, it is very detailed and time consuming to complete.

After much discussion relating to the differences in high school curriculums and how they are looked upon by the colleges and universities, a decision was made to reaffirm the statement written by the Joint Committee in August of 1972 regarding "Early Completion -- Early Admission." *(This position was presented to respective governing bodies and adopted as position of each.)*

> "Recognizing the autonomy of high school districts and the institutions of higher education, it is recommended by the Joint Committee of MASSP and MACRAO to their respective Executive Boards that high schools not encourage early admission to colleges and universities and that colleges and universities not encourage early admission of students on a full time basis prior to high school graduation or equivalency.* This does not preclude a high school

---

* *The local boards of education are empowered to establish graduation requirements and these requirements are usually minimal; therefore, students should not be admitted to college prior to completion of these requirements.*

student enrolling for a college class which is not offered in his high school or in a class or classes considered as part of a high school enrichment program. Neither does the recommendation preclude the rare admission of the exceptionally talented student who has exhausted the educational opportunities available to him in his high school and received the approval of his high school, parents, and the college or university to be admitted prior to high school graduation."

. Inflation of grades is not consistent in all high schools, which causes some problems in determining GPA. Rank in class is not used as much any more due to this type of "inflation." If a student is accepted prior to his last semester for the following year -- the college or university should retain the right to revoke admission if grades fall the last semester

The College Night planning committee consists of the following:

Karl Sommerville - Spring Arbor
Claude Thomas - Western Michigan University
Pete Storey - University of Michigan

George Aune - Imlay City
John Laskarides - Eau Claire
Bruce Rank - Allegan

This Committee will meet in the Ann Arbor MASSP office on April 21st to formulate the 1977-78 College Day/Night Schedule.

A request was received from Macomb Community College to schedule a program for May 18, 1977 for the area. It was decided not to change our policy on scheduling for this late date and they will be urged to comply within the time limit available for 1977-78.

The Committee decided to honor requests from out of state colleges and universities for copies of the College Day/Night Schedule -- however, this fact should not be widely publicized.

A report was made regarding the activities of CEEB and how it affects the colleges and universities of Michigan as well as the high schools.

A letter was received by MASSP regarding an article that was seen in one of the Detroit papers regarding "Scholarship Funds Waiting." Lloyd Peterman is going to check into this group with the CEEB and NASSP, and respond to the individual questioning the group. It should be noted that all of the information offered by this group for the fee of $39.00 is available to students free of charge through colleges and high school counseling offices.

Next meeting -- August 4-5, 1977 -- Interlochen.

Respectfully submitted,

Ila Hayes

1972-Resolution #4

MICHIGAN ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Early Completion

WHEREAS, various high schools in Michigan are seriously concerned about the development of procedures that permit early completion of high school requirements, and

WHEREAS, such practices may have negative effects on the educational programs of some students, and

WHEREAS, the position statement of the Joint MASSP-Michigan Association of College Registrars and Admissions Officers Committee recommends that "high schools not encourage early admission to colleges and universities and that colleges and universities not encourage early admission of students on a full-time basis prior to high school graduation or equivalency,"

THEREFORE, BE IT RESOLVED, that all schools proceed with caution in establishing such programs giving due consideration to student needs, and

BE IT FURTHER RESOLVED, that before finalizing these programs, each school should review the recommendations of the joint MASSP-Michigan Association of College Registrars and Admissions Officers Committee pertaining to early completion of high school programs.

REG NOV 25 '80

OAK PARK HIGH SCHOOL

EARLY GRADUATION POLICY

A student may graduate before the end of the twelfth grade providing that:

1. All credit requirements will be met before the proposed date of graduation.

2. A request is made to the counselor who will schedule a conference with the student and a parent. A student who is over 18 years of age may represent themselves.

3. An application is submitted to the principal signed by the student the counselor, and a parent. The deadline is December 1, for first semester and March 1, for second semester.

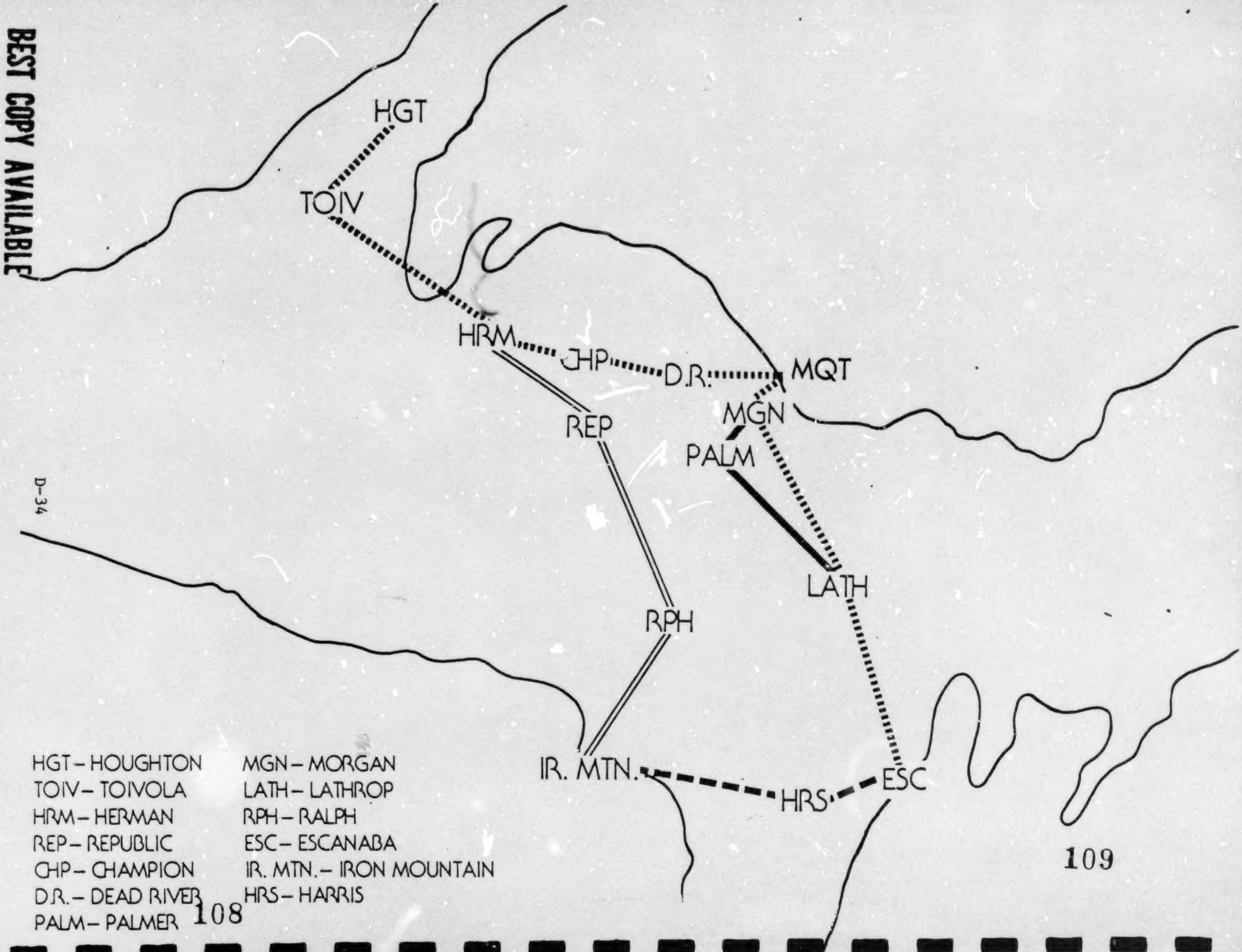
   A tuition student must attend Oak Park High School a minimum of one year immediately prior to graduation in order to qualify for early graduation in addition to meeting all other requirements.

   Twenty (20) units of credit are required, versus nineteen (19) for regular graduation.

   Commencement is held only in June, and all diplomas (January, June and August) will be presented at the commencement program following the completion of graduation requirements.

BEST COPY AVAILABLE

D-34


HGT
TOIV
HRM
CHP
D.R.
MQT
MGN
REP
PALM
LATH
RPH
IR. MTN.
HRS
ESC
HGT – HOUGHTON
TOIV – TOIVOLA
HRM – HERMAN
REP – REPUBLIC
CHP – CHAMPION
D.R. – DEAD RIVER
PALM – PALMER
MGN – MORGAN
LATH – LATHROP
RPH – RALPH
ESC – ESCANABA
IR. MTN. – IRON MOUNTAIN
HRS – HARRIS

RURAL EDUCATION

MARCH, 1983

DIRECTORY

ORGANIZATIONS IN RURAL EDUCATION

Organizations in Rural Education" is an attempt to list in one source those outstanding agencies engaged in work in rural education. The materials are arranged alphabetically by state in the following sections: National Organizations, Regional Centers, State Agencies and Organizations and University-based Programs. This directory was developed in cooperation with the Rural Education Association (REA).

NATIONAL ORGANIZATIONS

Rural Education Association
Colorado State University
Fort Collins, Colorado 80523
CONTACT: Joe Newlin, Executive Director
Phone: (303)491-7022

The major goal of the organization is: "To further the improvement of educational opportunities for all children in rural areas with additional attention to those for whom opportunities have been most severely limited in the past." The Rural Education Association serves as the national advocate and representative for rural education.

Department of Education Intra-Departmental Committee on Rural Education
Office of Vocational and Adult Education
Department of Education
Room 5018
ROB 3
Washington, DC 20202
CONTACT: Duane M. Neilsen, Vice Chairman
Phone: (202)245-2278

This Committee was formed to provide a unified approach to rural education and rural family education through the coordination of programs within the Department, and work with the Federal Interagency Committee on Education (FICE) to coordinate related activities and programs of other Federal departments and agencies. The Committee is chaired by Dr. Robert M. Worthington, Assistant Secretary for Vocational and Adult Education.

Federal Inter-Departmental Committee on Rural Education
Office of Vocational and Adult Education
Department of Education
Room 5018
Rob 3
Washington, DC 20202
CONTACT: Duane M. Neilsen, Vice Chairman
Phone: (202)245-2278

The membership of the Committee cuts across all Federal departments and agencies. It has four immediate responsibilities: 1) to prepare a consolidated report on all Federal activities related to rural education; 2) to determine the total Federal cost of those activities; 3) to identify any inconsistency, overlap or duplication of effort among those activities; 4) to determine what impact Department of Education initiatives in rural education have on other Federal agencies.

Rural American Women, Inc.
1522 K St. NW, Suite 700
Washington, DC 20005
CONTACT: Carolyn Kazdin/Becky Fowler
Phone: (202)785-4700

RAW is a non-profit organization founded in 1977 to bring recognition and visibility to the problems and achievements of America's 34 million rural women. RAW works to provide forums through which they can voice their concerns and bring them to the forefront of the nation's consciousness. RAW facilitates and nurtures grassroots leadership, and works to put rural women in touch with each other.

PURE (People United for Rural America)
RR 1, Box 3S
Kamrar, Iowa 50123
CONTACT: Joyce Losure, President
Phone: (515)855-4206

A grassroots organization initiated in 1977 by rural housewives and educators concerned about the mandated consolidation of small schools in Iowa, PURE now has some 3500 members including representatives from 28 states. PURE publishes a quarterly newsletter, encourages research, and is actively involved in such issues as: finance, local control, small school representation, and state and federal legislation. Pure sponsors an annual conference featuring national and local educational programs and leaders.

American Council on Rural Special Education (ACRES)
Box 2470 University Station
Murray, Kentucky 42071
CONTACT: Doris Helge, Executive Director
Phone: (502)762-3817

ACRES was founded to enhance services to rural handicapped students. Its goals include the initiation and support of interagency efforts designed to increase educational opportunities for rural handicapped and gifted students; and to serve as an advocate for rural special education at the federal, state, regional and local levels.

National Rural Project
Murray State University
Center for Innovation and Development
Murray, Kentucky 42071
CONTACT: Doris Helge, Director
Phone: (502)762-2056

ERIC®
REA
CLEARINGHOUSE ON RURAL EDUCATION and SMALL SCHOOLS
Rural Education Association

NRP was awarded a 3-year grant from the U.S. Office of Special Education focusing on rural special education preservice training. Its purpose is to develop, field-test, and nationally disseminate preservice curriculum materials to enhance the abilities of special education graduates to serve rural handicapped children.

Communicating for Agriculture Inc.
P.O. Box 677
Fergus Falls, Minnesota 56537
CONTACT: Keigh Hubel
Phone: (218)739-3241

C/A Inc. is a non-partisan, non-profit rural advocacy group with a ten year custom of political victories. The work of the organization in rural education promoted local school board action to "put the rural values back into rural education." The group has developed a Rural Education Action Packet and sponsors scholarships for rural education youth and leaders.

National Center for Smaller Schools
Texas Tech University
College of Education
Box 4560
Lubbock, Texas 79409
CONTACT: Weldon Beckner
Phone: (806)742-2391

The Center was designed to improve educational opportunities for children and youth in small and rural schools. Its major emphasis is research relative to the needs and opportunities in small/rural schools. Providing current and relevant information to smaller schools via workshops, conferences and seminars is a related activity of the Center.

Small Schools Committee of the American Association of School Administrators
American Association of School Administrators
1801 N. Moore Street
Arlington, Virginia 22209
CONTACT: Walter G. Turner, Associate
Executive Director
Phone: (202)528-0700

The purpose of the Small Schools Committee is to serve the small school district superintendents so that they are adequately represented before the United States Congress and Federal agencies as well as provide services in other areas as identified by the membership.

National Rural Women's Coalition
1108 Moorefield Cr. Rd. SW
Vienna, Virginia 22180
CONTACT: Ingrid Fabbe Bauer
Phone: (703)281-9539

Working with the Department of Agriculture and made up of many diverse groups, NRWC'S primary goal is to share information and address the needs of rural women in the United States.

AERA Special Interest Group on Rural Education
University of Wyoming
College of Education
Laramie, Wyoming 82071
CONTACT: John Dolly, Dean
Phone: (307)766-3145

The purpose of AERA'S Special Interest Group is to encourage educational research relative to rural schools and people in rural America; to provide a forum for the dissemination of findings of such research; to sponsor symposia, paper sessions and other special sessions at the annual meeting of AERA.

REGIONAL CENTERS

Mid-continent Regional Educational Laboratory
2600 South Parker Road
Building 5, Suite 353
Aurora, Colorado 80014
CONTACT: Paul Nachtigal
Phone: (303)337-0900

A key focus of MCREL's Rural Education Program is the design of strategies that help rural schools share resources to stretch existing dollars and benefit from activities that no single district could support. Such activities as joint-sponsored staff development and sharing of staff and equipment have been features of the clusters of schools that have participated in the program to date. The program provides technical assistance to these clusters to help solve issues that arise as a result of the collaborative strategy.

Center for Agricultural and Rural Development
Iowa State University
578 Heady Hall
Ames, Iowa 50011
CONTACT: Earl O. Heady, Director
Phone: (515)294-1183

The Center aids private and public policy makers in solving major problems facing agricultural development. It has done nearly all the economic model development and application for the U.S. Department of Agriculture over the last 10 years with respect to land and water use, agricultural structure, soil erosion and environmental impacts.

North Central Regional Center for Rural Development
Iowa State University
108 Curtiss Hall
Ames, Iowa 50011
CONTACT: Ronald C. Powers
Phone: (515)294-8397

The Center encourages and conducts research and education programs aimed at improving the social and economic well-being of non-metropolitan communities in the North Central Region. Through publications, conferences, interest networks, and program development assistance, the Center has assisted extension workers and policy makers.

Southern Rural Development Center
Mississippi State University
Box 5406
Mississippi State, Mississippi 39762
CONTACT: William W. Linder, Director
Phone: (601)325-3207

The SRDC provides support staff for capacity building and innovative programming for the experiment stations and extension services of 28 land-grant universities in 13 southern states and Puerto Rico. Its purpose is to provide the best possible information and assistance to extension and research staffs throughout the South as they respond to rural development needs in local communities.

Northeast Regional Center for Rural Development
Cornell University
293 Roberts Hall
Ithaca, New York 14853
CONTACT: Lee M. Day, Director
Phone: (607)256-7743

The Center assists both research and extension rural development efforts in the twelve-state and the District of Columbia Northeast region. Its many services include conducting multi-unit workshops and conferences that will serve to increase the competency and/or effectiveness of researchers in the various states, and identifying research needed by extension audiences

Western Rural Development Center
Oregon State University
Corvallis, Oregon 97331
CONTACT: Russell C. Youmans
Phone (503)754-3621

WRDC'S purpose is to stimulate regional research and education on issues of concern in rural communities. WRDC works with faculty in the Agricultural Experiment Stations and Cooperative Extension Services in the thirteen western states and Guam. Projects assisted by the Center address issues such as leadership development, public service provision, land use, transportation, education, employment and housing.

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
CONTACT: Jerry Kirkpatrick, Director of Institutional Development and Communication
Phone: (503)248-6800

NWREL's mission is to assist education, government, community agencies, business and labor in improving quality and equality in educational programs and processes by developing and disseminating effective educational products and procedures, conducting research on educational needs and problems, providing technical assistance in educational problem solving, evaluating effectiveness of programs and projects, providing training in planning, management, evaluation and instruction, and serving as an information resource.

Appalachia Educational Laboratory, Inc.
P.O. Box 1348
Charleston, West Virginia 25325
CONTACT: Terry L. Eidell, Director
Phone: (304)347-0400

AEL is an independent, non-profit research and development organization whose mission is to improve education and educational opportunity for persons who live in the primarily non-urban areas of its member-state region. AEL's research activities focus on the following areas: Basic Skills, Career Guidance, Childhood and Parenting, and Educational Services.

STATE AGENCIES AND ORGANIZATIONS

Arkansas Community Education Development Association
2723 Foxcroft Road, Suite 211
Little Rock, Arkansas 72207
CONTACT: Bob Bell, Executive Secretary
Phone: (501)225-1822

The Association's mission is to promote and demonstrate effective means of involving citizens and educators in local planning and decision-making processes in education and community development. Priority program areas include community education development, school-based development corporations, and a community education center on aging.

Georgia School-Based Development Enterprises
410 Baytree Road
Valdosta, Georgia 31601
CONTACT: Paul Delargy
Phone: (912)247-8067

GSBDE operates as a non-profit corporation with its primary mission being to help local Georgia schools in the development of youth-operated, school-based development enterprises.

Oregon Small Schools Association
Clatsop ESD
3194 Marine Drive
Astoria, Oregon 97103
CONTACT: Donald F. Miller, Executive Secretary
Phone: (503)325-2862

The OSSA is a non-profit corporation whose purpose is to improve instruction in small elementary and secondary schools in Oregon by helping member schools identify and meet their educational goals; improving communication among member schools, the Oregon Department of Education and other educational agencies; coordinating programs and activities; and encouraging the sharing of educational services, resources and information.

Texas Association of Community Schools
1011 San Jacinto Blvd., Suite 500
Austin, Texas 78701
CONTACT: Joe Seale
Phone: (512)474-1167

TACS works to promote the progress of education in the State of Texas by supporting legislation which will enhance opportunities and abilities of community schools, by cooperating with other organizations in the educational field, by working for improvement of instruction, providing opportunities for educators and by developing and maintaining individual and group benefits and services.

Utah Small School Association
Utah State Office of Education
250 East 5th South
Salt Lake City, Utah 84111
CONTACT: Kerry D. Nelson, Executive Director
Phone: (801)533-5431

The Association's goal is to provide equal educational opportunity for students in small/rural schools and to improve instruction in those schools. Its membership includes teachers, principals, superintendents, lay citizens, local board members, college and university representatives, state office staff and regional service center staff.

UNIVERSITY-BASED PROGRAMS

Office for Rural Education
Colorado State University
Education Department
300 Education Building
Fort Collins, Colorado 80523
CONTACT: Joe Newlin, Director
Phone: (303)491-7022

The principal goal of the ORE is to provide an ongoing, multifunctional and interdisciplinary program of teaching, research and service to support rural education institutions, organizations and agencies in Colorado. Objectives include developing outreach services to support rural educators; conducting periodic needs assessments; publishing professional journals, papers and monographs; and collecting, storing and retrieving appropriate and relevant rural education data.

UNI Rural Education Committee
University of Northern Iowa
515 Education Center
Cedar Falls, Iowa 50614
CONTACT: William H. Drier, Chairman
Phone: (319)273-2694

The Committee meets periodically to consider ideas for ensuring that problems of instruction, research, and service in the College of Education attend to the educational concerns of schools in districts/communities classified as rural. The Committee suggests ideas for research, service projects and curricular improvements and encourages their conduct or implementation.

Center for Rural Education and Small Schools
Kansas State University
College of Education
Manhattan, Kansas 66506
CONTACT: Jerry G. Horn
Phone: (913)532-5886

The Center was established by the College of Education in 1978 and focuses its efforts upon the improvement of the education of the children and youth of the rural and small schools of Kansas and the regional area served by Kansas State University.

Southwest State University
Marshall, Minnesota 56258
CONTACT: Keigh Hubel
Phone: (507)537-6135

SSU is a four year liberal arts and technical school, and part of the Minnesota University system. Most of its students come from rural areas. All students at SSU are required to take twelve credit hours of rural studies. Among the twelve different rural courses offered is Education in Rural America, a field-based course that moves students into rural schools and communities to complement their studies.

Center for Research on Rural Education
Montana State University
250 Reid Hall
Bozeman, Montana 59717
CONTACT: John W. Kohl
Phone: (406)994-4731

The Center's purpose is to provide a focus on the influence of rurality on the educative process. It is involved in many activities including collection of data, and promoting and conducting research on rural education.

Rural Education Center
Western Montana College
College of Education
Dillon, Montana 59725
CONTACT: Alan Zetler, Director
Phone: (406)683-7325

Services of the Center were designed to provide help directly to students and teachers in the school districts. The purpose of the Center is to help small schools compensate for the resource problem and take advantage of small size.

New Mexico Center for Rural Education
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
CONTACT: Everett Edington
Phone: (505)646-2623

The purpose of the Center is to provide services directed toward the educational needs in rural New Mexico, to collect and disseminate data on rural education and schools, to provide a two-way communication between New Mexico's rural education programs and those state, national and international agencies and programs with rural resources, and to develop a research program to solve the rural educational needs of New Mexico.

Rural Schools Program
Cornell University
Stone Hall
Department of Education
Ithaca, New York 14853
CONTACT: William H. Deming, Executive Director
Phone: (607)256-7756

The Rural Schools Program represents the interests of 280 rural/small school districts of New York State. The program serves the needs of its members by conducting research, disseminating information, and by providing a general clearinghouse service.

Rural Based Teacher Development
Eastern Oregon State College
La Grande, Oregon 97850
CONTACT: Harvey Bennett, Director
Phone: (503)963-2171

This project, funded by the Northwest Foundation in St. Paul, Minnesota, serves two major purposes: 1) development of preservice and inservice programs to increase the competency of educational professionals in rural areas; 2) development of curriculum materials to aid teachers in rural schools.

School of Education
University of South Dakota
Vermillion, South Dakota
CONTACT: Thomas E. Moriarty
Phone: (605)677-5812

The School of Education at the University of South Dakota places major emphasis upon preparation of educational personnel to serve in the rural areas of the Great Plains States. Emphasis is also place upon the delivery of educational services in off-campus rural community settings in terms of leadership development, inservice activities for instructional personnel, and community development.

Small Schools Resource Center
Southwest Texas State University
4034 Education Building
San Marcos, Texas 78666
CONTACT: William H. Kurtz, Director
Phone: (512)245-2576 Ext. 29

The Center is dedicated to 1) providing educational services specifically designed for small/rural schools, 2) sponsoring and encouraging research about small/rural schools that can be used to enhance school programs, 3) identifying resource persons for use by small/rural schools, 4) publishing the *Small School Forum*, a journal devoted to disseminating research results, promising practices and other items of interest about small/rural schools.

Center for Rural Studies
University of Vermont
Mansfield House
25 Colchester Avenue
Burlington, Vermont 05405
CONTACT: Fred Schmidt
Phone: (802)656-3021

The Center for Rural Studies is a non-profit, fee for service organization designed to address critical rural social, economic and resource issues in Vermont and developing nations. Primary emphasis is placed on research and organizing activities which contribute to the search for solutions and alternatives to rural problems.

Partnership for Rural Improvement
Washington State University
330 Cleveland Hall
Pullman, Washington 99164
CONTACT: William H. Gray
Phone: (509)335-5509

The central goal of PRI is the enhancement of rural areas as places in which to work and live by promoting more effective cooperation and communication among rural service providers, and between service providers and users. The strategies PRI employs in working toward these goals have included organizing for community development, conducting training programs, sponsorship of problem oriented research, and publication of educational materials.

Center for Rural Education
Gonzaga University
E. 502 Boone Avenue
Spokane, Washington 99258
CONTACT: Dee Olson, Director
Phone: (509)328-4220 Ext. 3504

Goals for the Center include assisting in community development through education, collecting rural education data, developing a resource for library based research, providing preservice and inservice programs for rural educators, offering continuing education courses for rural teachers and administrators and encouraging research and dissertation studies related to rural education.

Compiled by
Deborah S. Dyson
STAFF WRITER
ERIC/CRESS

The National Institute of Education
U.S. Department of Education
Washington D.C. 20208

For further information contact: ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, New Mexico 88003 (505) 646-2623